

## OFFICER PROFESSIONAL DEVELOPMENT GUIDE

This Air Force pamphlet (AFPAM) is a guide to support Air Force Policy Directive (AFPD) 36-26, *Military Force Management*. It provides officer professional development (OPD) information to commanders, supervisors and USAF active duty and Reserve officers. It is intended to be a tool for commanders and supervisors in helping officers within their control make wise career decisions. The goal of OPD is to develop a well-rounded, professionally competent officer corps, to meet current and future mission requirements. OPD responsibilities exist at several levels. Commanders and supervisors play the most important role in the development, however, each officer's professional development involves the integrated efforts of: the officer; the commander or supervisor; the Military Personnel Flight (MPF); the major command; Air Force Military Personnel Center (AFMPC); and Headquarters United States Air Force (HAF). Officer's aspirations, preferences, and long-term professional development goals will most likely be realized when they are in harmony with long-term Air Force requirements. Commanders and supervisors should emphasize individual duty performance and motivate officers to develop skills that continue to contribute to the Air Force and the defense establishment as job responsibility increases. This AFPAM provides general paths and time frames for development of officers among the various education and training options and assignment levels in the Air Force and the Department of Defense to ensure a professionally balanced and experienced officer force. This guide does not apply to the Air National Guard units and members.

### SUMMARY OF CHANGES

This revision clarifies the responsibility of officers to establish career goals and offers various career path options officers should consider; it revises Air Force Pamphlet (AFP) 36-13 and incorporates Air Force Regulation (AFR) 36-23, and the Officer Career Path Guides.

#### Paragraph

#### Chapter 1--Rated Officer

##### Section A--Pilot

Introduction to Pilot Career Paths .....	1.1
Bomber Pilot Career Path.....	1.2
Fighter Pilot Career Path.....	1.3
Helicopter Pilot Career Path.....	1.4
Strategic Airlift Pilot Career Path .....	1.5
Tactical Airlift Pilot Career Path.....	1.6
Tanker Pilot Career Path.....	1.7
Test Pilot Career Path .....	1.8
Special Operations Forces Pilot Career Path.....	1.9
Special Operations Forces Helicopter Pilot Career Path.....	1.10

##### Section B--Navigator

Introduction to Navigator Career Paths .....	1.11
Airlift Navigator Career Path .....	1.12
Bomber Navigator/Electronic Warfare Officer/Offensive Systems Officer/ Defensive Systems Officer/Radar Navigator Career Path .....	1.13
Fighter Weapons Systems Officer/Electronic Warfare Officer Career Path .....	1.14

## Paragraph

Tanker/Airlift Electronic Warfare Officer Career Path .....	1.15
Tanker Navigator Career Path.....	1.16
Test Navigator Career Path .....	1.17
Special Operations Forces Navigator/Electronic Warfare Officer Career Path .....	1.18
<b>Chapter 2--Non-rated Operations Officer</b>	
Command and Control Operations Career Path .....	2.1
Space and Missile Operations Career Path .....	2.2
<b>Chapter 3--Operations Support Officer</b>	
Introduction to Operations Support Career Paths.....	3.1
Intelligence Career Path.....	3.2
Weather Career Path .....	3.3
<b>Chapter 4--Mission Support Officer</b>	
<i>Section A--Logistics</i>	
Introduction to Logistics Officer Career Paths .....	4.1
Aircraft and Munitions Maintenance Career Path .....	4.2
Logistics Plans and Programs Career Path .....	4.3
Space and Missile Maintenance Career Path .....	4.4
Supply Career Path .....	4.5
Transportation Career Path .....	4.6
<i>Section B--Acquisition</i>	
Introduction to Acquisition Officer Career Paths .....	4.7
Scientific Research and Development Career Path .....	4.8
Developmental Engineering Career Path.....	4.9
Acquisition Management Career Path .....	4.10
Financial Management Career Path .....	4.11
Contracting Career Path.....	4.12
<i>Section C--Base Support</i>	
Introduction to Base Support Career Paths .....	4.13
Civil Engineering Career Path .....	4.14
Communication--Computer Systems Career Path .....	4.15
Personnel Career Path.....	4.16
Information Management Career Path .....	4.17
Manpower Career Path .....	4.18
Security Police Career Path.....	4.19
Air Force Office of Special Investigation Career Path.....	4.20
Services Career Path .....	4.21
Public Affairs Career Path.....	4.22
<b>Chapter 5--Chaplain Service Officer</b>	
Chaplain Service Career Path.....	5.1
<b>Chapter 6--Medical Service Officer</b>	
Introduction to Medical Service Officer Career Paths .....	6.1
Biomedical Sciences Corps Career Path .....	6.2
Dental Corps Career Path.....	6.3
Medical Corps Career Path .....	6.4
Nurse Corps Career Path.....	6.5
Medical Service Corps Career Path .....	6.6
<b>Chapter 7--Judge Advocate Officer</b>	
Judge Advocate Officer Career Path .....	7.1

## Paragraph

**Chapter 8--Air Force Reserve Officer Professional Development**

Introduction to Air Force Reserve Officer Professional Development.....	8.1
---	-----

**Page****Figures**

1.1. Pilot Career Tracks (Normalized).....	6
1.2. FY 94 Projection of Pilot Assignment Distribution (Normalized) .....	7
1.3. Lt Col Experience Comparison (Pilot).....	8
1.4. Senior Officer Experience Comparison (Pilot).....	9
1.5. Bomber Pilot Career Path Pyramid.....	10
1.6. Bomber Pilot Career Path Experience Matrix .....	10
1.7. Fighter Pilot Career Path Pyramid.....	12
1.8. Fighter Pilot Career Path Experience Matrix.....	12
1.9. Helicopter Pilot Career Path Pyramid.....	14
1.10. Helicopter Pilot Career Path Experience Matrix .....	15
1.11. Strategic Airlift Pilot Career Path Pyramid.....	16
1.12. Strategic Airlift Pilot Career Path Experience Matrix.....	17
1.13. Tactical Airlift Pilot Career Path Pyramid.....	19
1.14. Tactical Airlift Pilot Career Path Experience Matrix .....	19
1.15. Tanker Pilot Career Path Pyramid.....	21
1.16. Tanker Pilot Career Path Experience Matrix .....	21
1.17. Test Pilot Career Path Pyramid .....	23
1.18. Test Pilot Career Path Experience Matrix.....	23
1.19. Special Operations Forces Fixed Wing Pilot Career Path Pyramid.....	25
1.20. Special Operations Forces Fixed Wing Pilot Career Path Experience Matrix.....	25
1.21. Special Operations Forces Helicopter Pilot Career Path Pyramid.....	27
1.22. Special Operations Forces Helicopter Pilot Career Path Experience Matrix .....	27
1.23. Navigator Career Tracks (Normalized).....	29
1.24. FY 93 Navigator Assignment Distribution (Normalized).....	31
1.25. Colonel Year Group Experience Comparison .....	31
1.26. Airlift Navigator Career Path Pyramid .....	32
1.27. Airlift Navigator Career Path Experience Matrix .....	33
1.28. Bomber Navigator/EWO Career Path Pyramid.....	34
1.29. Bomber Navigator/EWO Career Path Experience Matrix .....	35
1.30. Fighter WSO/EWO Career Path Pyramid.....	36
1.31. Fighter WSO/EWO Career Path Experience Matrix .....	37
1.32. Tanker/Airlift EWO Career Path Pyramid.....	39
1.33. Tanker/Airlift EWO Career Path Experience Matrix.....	39
1.34. Tanker Navigator Career Path Pyramid.....	41
1.35. Tanker Navigator Career Path Experience Matrix .....	41
1.36. Test Navigator Career Path Pyramid .....	43
1.37. Test Navigator Career Path Experience Matrix .....	43
1.38. Special Operations Forces Navigator/EWO Career Path Pyramid .....	45
1.39. Special Operations Forces Navigator/EWO Career Path Experience Matrix .....	45
2.1. Projection of Command and Control Assignment Distribution .....	48
2.2. Senior Officer Experience Comparison (Command and Control) .....	48
2.3. Command and Control Career Path Pyramid.....	49
2.4. Command and Control Career Path Experience Matrix.....	50
2.5. Projection of Space/Missile Operations Assignment Distribution.....	52
2.6. Senior Officer Experience Comparison (Space and Missile Operations) .....	52
2.7. Space and Missile Operations Career Path Pyramid .....	53
2.8. Space and Missile Officer Career Path Experience Matrix.....	54
3.1. FY 94 Projection of Operations Support Officer Distribution.....	56
3.2. Senior Officer Experience Comparison (Operations Support).....	56

## Page

3.3. Intelligence Career Path Pyramid.....	57
3.4. Intelligence Career Path Experience Matrix .....	57
3.5. Weather Career Path Pyramid .....	60
3.6. Weather Career Path Experience Matrix .....	60
4 1. FY 94 Projection of Logistics Officer Distribution.....	63
4.2. Senior Officer Experience Comparison (Logistics).....	63
4.3. Aircraft Munitions Maintenance Career Pyramid.....	64
4.4. Aircraft Munitions Maintenance Career Experience Matrix .....	65
4.5. Logistics Plans and Programs Career Path Pyramid .....	67
4.6. Logistics Plans Career Path Experience Matrix .....	67
4.7. Space and Missile Maintenance Career Path Pyramid .....	69
4.8. Space and Missile Maintenance Career Path Experience Matrix .....	70
4.9. Supply Career Path Pyramid .....	71
4.10. Supply Career Path Experience Matrix.....	72
4.11. Transportation Career Path Pyramid .....	74
4.12. Transportation Career Path Experience Matrix .....	74
4.13. FY 94 Projection of Acquisition Officer Distribution.....	76
4.14. Senior Officer Experience Comparison (Acquisition).....	77
4.15. Scientific Research and Development Career Path Pyramid.....	78
4.16. Scientific Research and Development Career Path Experience Matrix.....	78
4.17. Developmental Engineer Career Path Pyramid.....	81
4.18. Developmental Engineer Career Path Experience Matrix .....	81
4.19. Systems Acquisition Career Path Pyramid.....	85
4.20. Systems Acquisition Career Path Experience Matrix.....	85
4.21. Financial Management Career Path Pyramid.....	87
4.22. Financial Management Career Path Experience Matrix.....	88
4.23. Contracting Career Path Pyramid.....	90
4.24. Contracting Career Path Experience Matrix .....	90
4.25. FY 94 Projection of Base Support Officer Distribution .....	93
4.26. Senior Officer Experience Comparison (Base Support).....	93
4.27. Civil Engineering Career Path Pyramid .....	94
4.28. Civil Engineering Career Path Experience Matrix.....	95
4.29. Communications-Computer Systems Career Path Pyramid.....	97
4.30. Communications-Computer Systems Career Path Experience Matrix .....	98
4.31. Personnel Career Path Pyramid.....	100
4.32. Personnel Career Path Experience Matrix .....	101
4.33. Information Management Career Path Pyramid.....	102
4.34. Information Management Career Path Experience Matrix.....	103
4.35. Manpower Career Path Pyramid.....	105
4.36. Manpower Career Path Experience Matrix.....	105
4.37. Security Police Career Path Pyramid .....	107
4.38. Security Police Career Path Experience Matrix .....	107
4.39. AFOSI Career Path Pyramid .....	109
4.40. AFOSI Career Path Experience Matrix .....	110
4.41. Services Career Path Pyramid .....	112
4.42. Services Career Path Experience Matrix.....	112
4.43. Public Affairs Career Path Pyramid.....	114
4.44. Public Affairs Career Path Experience Matrix .....	115
5.1. Chaplain Service Career Path Pyramid.....	117
6.1. Biomedical Sciences Corps Career Path Pyramid .....	120
6.2. Dental Corps Career Path Pyramid.....	122
6.3. Medical Corps Career Path Pyramid .....	124
6.4. Basic Structure of the Three Career Tracks .....	125
6.5. Nurse Career Path Progression .....	128

**Page**

6.6. Nurse Career Path Pyramid.....	131
6.7. Medical Service Corps Career Path Pyramid.....	132
7.1. Judge Advocate Career Path Experience Matrix.....	135
7.2. Judge Advocate Career Path Pyramid.....	135
7.3. Experiences of Selects and Non-selects to Colonel (JAG).....	137
8.1. AFR Officer Promotion Eligibility .....	138
8.2. AFR Unit Vacancy.....	138
8.3. AFR Officership.....	139
8.4. AFR Operations Group Model (Pilot/Navigator Example).....	140
8.5. AFR Logistics Group Model (Maintenance Example) .....	141
8.6. AFR Support Group Model (Generic).....	142
8.7. AFR Medical Service Model (Generic).....	143
8.8. AFR Professional Military Education Summary .....	144
8.9. AFR Annual Officer Progress Counseling Checklist.....	145

**Attachment**

1. Glossary of Abbreviations .....	146
------------------------------------	-----

**Chapter 1****RATED OFFICER****Section A--Pilot**

**1.1. Introduction to Pilot Career Paths.** This section will help you plan and achieve your Air Force career goals as a pilot. There are no definitive, concrete steps or squares that need to be attained to reach rank or position. However, there are certain jobs or experiences that will assist you in meeting your goals. This section will discuss topics applicable to all pilots. The following chapters contain information for specific major weapon system (MWS) pilots: bomber; fighter; helicopter; strategic airlift; tactical airlift; tanker; test; and special operations.

1.1.1. The first step in any career plan is to define your goals. Many officers have not set clear-cut goals; however, goals are the key to success. Consider the following questions:

"What do I want to do?"

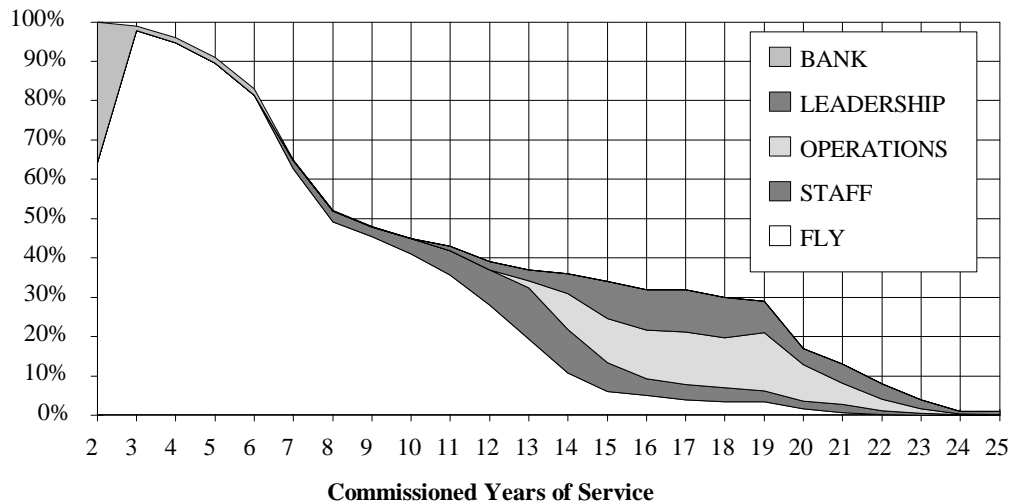
Individual goals: Professional, personal, family.

"Do I want to be a ..."wing commander? squadron commander? operations group commander? senior staff officer? fly only for my entire career? acquisition specialist?

1.1.1.1. Regardless of your individual answers to those questions, goals are an essential element to achieving a successful career. You are the only one who knows your goals. Air Force Military Personnel Center (AFMPC) will not code them in the computer. You can keep your goals to yourself or discuss with your commander during career counseling. It's your choice. The remainder of this narrative may help you clarify your goals, provide items for discussion, and plan your future.

1.1.2. The key to success as an Air Force pilot, no matter what track you take, is solid performance. Remember: No matter where you are or what you're assigned to do, "Bloom where you are planted" (i.e., work your current job--not the next one).

1.1.2.1. As a pilot, there are four major categories or tracks that you can follow. Figure 1.1 depicts a snapshot of the current population.



**Figure 1.1. Pilot Career Tracks (Normalized).**

1.1.3. In the fly only track, you can expect to be assigned to rated position identifier (RPI) 1 (squadron pilot), 3 (wing staff, non-flying), or 6 (flying wing staff) positions. Although this track keeps you closer to a cockpit for your career, it does not guarantee that you will spend every assignment in your operational weapons system. You may spend a few years on the wing staff or you might be asked to use your expertise to instruct in a schoolhouse, either in Specialized Undergraduate Pilot Training (SUPT) or a Combat Crew Training Squadron (CCTS)/Follow-on Training Unit (FTU).

1.1.3.1. In the staff track, an officer will get a solid operational background as a junior officer, then branch out to a staff specialty. Examples include operational or joint staff, air attaché, acquisition, academic instructor, and many more. These officers do not normally return to the cockpit in an operational leadership position as a field grade pilot. They may earn their promotions to lieutenant colonel, colonel, or transition to the leadership track from their expertise in senior level staff positions. Some typical jobs colonels hold in this track are division chief on a major command (MAJCOM) staff or at the Pentagon, Reserve Officer Training Corps (ROTC) detachment commander, air attaché, acquisition program manager, or support group commander.

1.1.3.2. The operations track is characterized by those who have had a solid flying background and staff experience, then return to the cockpit as a field grade officer in a squadron leadership position. Many of these officers may be promoted to colonel and some will transition to the leadership track. Colonels in this track might hold the same type of jobs as staff track colonels plus some flying positions like operations group commander or vice wing commander.

1.1.3.3. The leadership track produces our pilot senior leaders. It includes officers from the staff or operations track who have had at least one below the promotion zone (BPZ) promotion or attended professional military education (PME)--intermediate service school (ISS) or senior service school (SSS) in-residence. In this track, a person will have had a solid flying background and a mixture of high-level staff jobs (MAJCOM, Air Staff or joint). These officers will face leadership challenges culminating in operations group commander or an equivalent position prior to consideration for general.

1.1.3.4. These tracks are not cast in concrete. Movement between the paths is possible. In fact, for the first 10 years of your career all the paths are the same--establishing credibility as a pilot. Therefore, it is not necessary to choose what path you want to take right out of SUPT. As your seniority increases, your flexibility to change paths decreases. As an example, if you decide as a 14- or 15-year major pursuing a fly only career that you want to switch to the operations track, you may be too late. You probably have not seasoned yourself with the right experience to compete for a leadership position in an operational squadron.

1.1.4. The key to success along the staff, operations, and leadership career tracks is to develop a solid foundation based on three legs of experience.

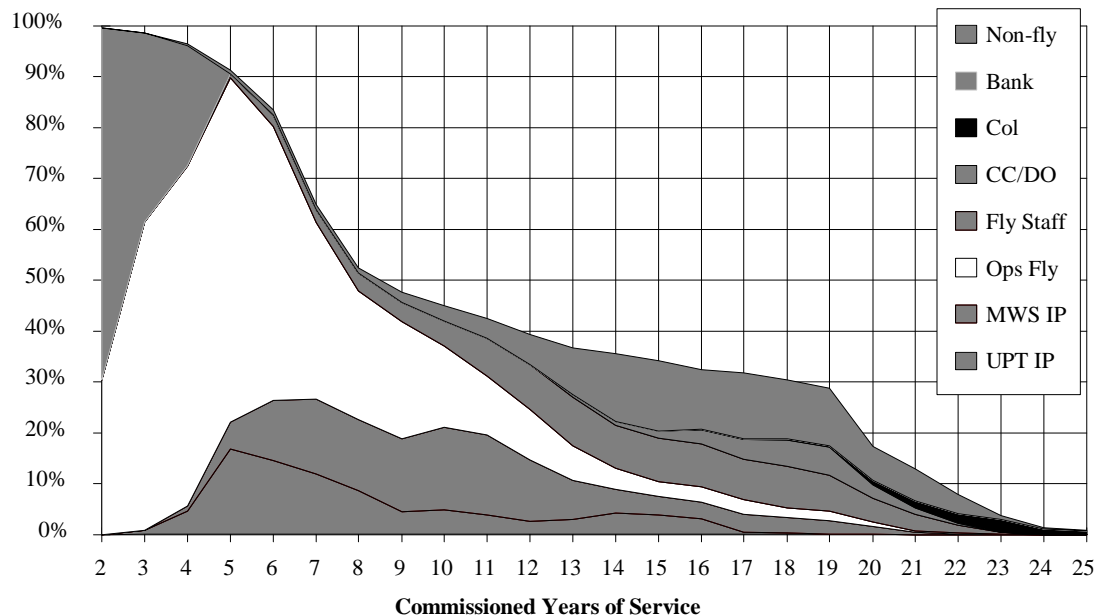
1.1.4.1. Building technical expertise occurs early in your flying career whether you desire to "fly only" or be a leader. In this area you show technical expertise with timely upgrades to instructor and/or evaluator and establishing a broad base of operational expertise. Without a solid foundation of technical knowledge, you cannot build the remaining legs of experience.

1.1.4.2. The level of staff is important; Numbered Air Force (NAF), MAJCOM, Headquarters Air Force (HAF), joint. Joint combat operations are the key to success in battle and demand the best officers to provide the Air Force expertise in the joint arena. The increased job responsibility is also key in developing areas of expertise that will enhance your decision making and leadership skills.

1.1.4.3. Opportunity to lead starts as early in your career as aircraft commander or flight lead and continues with flight commander and above. Remember, Air Force promotions are based on future potential. Success in a tough leadership challenge, like squadron commander for lieutenant colonels or operations group commander for colonels, demonstrates attributes desired for senior Air Force leadership.

1.1.4.4. The matrix figure in your specific MWS section will show you the types of jobs and experiences that are mandatory, essential, desired, or optional for success at various levels of the Air Force. You may choose the level or position you desire. Failure to build the foundation at the appropriate time may, in effect, close doors for advancement later in your career. At first glance, this chart appears to promote careerism and "square-filling." On the contrary, it is intended to illustrate the need for a broad foundation of expertise as you increase in rank and responsibility. Commanding a flying squadron requires more than being the best aviator; leadership requires an extensive knowledge of how the Air Force operates internally and with other services and allied nations. This is the intent of the matrix: to exhibit the foundation of experience required for position and rank.

1.1.5. Figure 1.2 depicts the type of job opportunities available at different times in your career. As an example, if you are a captain with 9 years of service you see that about 50 percent of your year group who graduated from UPT are still in the active force. Of that group, the largest percentage is in operational cockpits (about 40 percent of the remaining population). Just under 40 percent are instructors either in Air Education and Training Command (AETC) formal schools or in operational units. A few of your peers are either in flying staff jobs (RPI-6 or RPI-8) or have left the cockpit for non-flying staff positions. The operational balance shifts heavily to staff opportunities for majors and back toward operations for lieutenant colonels as pilots return to squadrons to fill leadership positions.

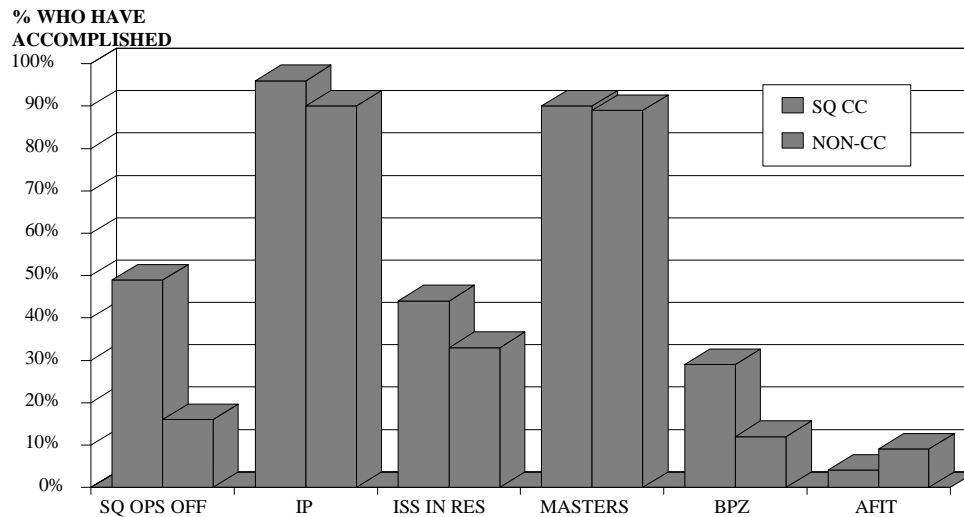


**Figure 1.2. FY 94 Projection of Pilot Assignment Distribution (Normalized).**

1.1.5.1. Figure 1.3 and figure 1.4 show the type of jobs or experiences that current squadron commanders and brigadier generals have had compared to their peers who have not attained those levels. These figures represent historical data. In both comparisons, early performance is an excellent indicator of future potential as evidenced by the BPZ promotion and in-residence PME rates. These comparisons support the adage that the most important job to your professional development is the one you hold today.

1.1.5.2. These figures support the "three-legged-stool theory." Officers who upgrade to instructor are more likely to become squadron commanders. They have built a stronger technical base. The correlation between a tour in the Pentagon

(HAF or joint) and general officer promotions (as shown in figure 1.4) indicates the importance of high-level staff experience. Another experience differential between current general officers and their year group peers is leadership. The key command test for our current population of generals was wing commander as indicated by the asterisk in figure 1.4. With the advent of the objective wing structure, the command test has shifted to the operations group or equivalent commander.



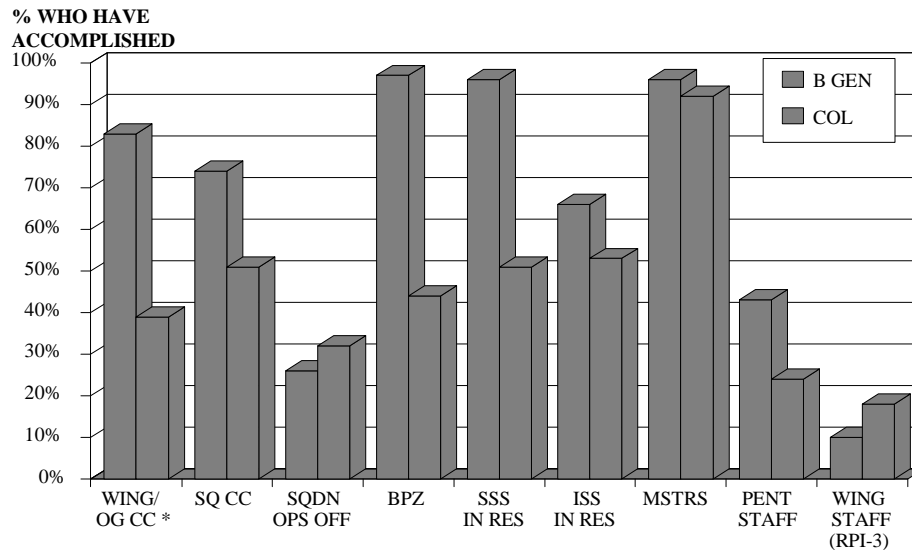
**Figure 1.3. Lt Col Experience Comparison (Pilot).**

1.1.5.3. While many squadron commanders were operations officers (as shown in figure 1.3) many of today's general officers did not serve as operations officers (as shown in figure 1.4). These fast-trackers either by-passed operations officer as direct hires to squadron commander or spent less than a year in the job.

1.1.5.4. Note that a high percentage of squadron commanders have served as instructor pilots, either in a major weapon system, in undergraduate pilot training, or both. This challenge has always been an early indicator of flying expertise and the ability to lead and manage in a demanding environment. The honing of pilot skills, management of training and role modeling that makes up instructor pilot duty at every level--SUPT, FTU, operational unit--have been and will continue to be important toward instilling the right operational skills, attitudes and perspectives in following generations of pilots, and are viewed by senior commanders as discriminators in selecting individuals for squadron command and higher.

1.1.5.5. The data on Air Force Institute of Technology (AFIT) could be misinterpreted as a negative indicator to flying squadron commander, but, in fact, an AFIT tour offers the unique opportunity to pursue another specialized career area and leadership positions in that specialty. Following an AFIT slot and a directed duty assignment, many officers chose to continue in their AFIT specialty and by-pass a field grade operational tour.





**Figure 1.4. Senior Officer Experience Comparison (Pilot).**

1.1.5.6. These figures also show that PME factors into career development. All officers need to complete Squadron Officer School (SOS), preferably in residence. Intermediate Service School (ISS) and SSS are also essential courses at the appropriate time. About 30 percent of those officers selected for major will be identified as candidates for ISS in-residence. ISS students should expect to go to a joint duty staff assignment or a MAJCOM or Air Staff level job upon graduation. A joint tour is a mandatory requirement for pilots to be considered (some other AFSCs are exempted) for promotion to general. Currently, 50 percent of today's population of colonels have met the PME and joint duty required for joint specialty officers. Therefore, officers aiming for the leadership track should consider joint duty early in their field grade career so they do not limit their options when they make colonel. SSS in-residence selection occurs following the lieutenant colonel and colonel promotion boards. Only about 12 percent of any year group can attend SSS in-residence between selection for lieutenant colonel and their 23d year of service.

**1.2. Bomber Pilot Career Path.** Pilots whose primary MWS is the B-1B, B-2, B-52, or U-2 are members of the bomber or strategic reconnaissance resource. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. You may not aspire to be a general officer or wing commander. Many of today's senior leaders will tell you they had similar feelings as young pilots. They did their best in each job they had and jumped at opportunities offered to them along the way. Today, each officer should evaluate when to move for professional development reasons, and commanders have the responsibility to guide and counsel officers on their careers.

1.2.1. This career path should help you with those decisions. Figure 1.5 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.6 is based on the "three-legged-stool theory" of professional development. It shows the types of jobs and experience that are mandatory, essential, desired, or optional for success at various levels in the Air Force.



1.2.3.1. For B-1B and B-52 pilots, the largest requirement for instructors is at the Follow-on Training Unit (FTU). Current IPs with at least 1 year experience are the first considered for this duty. Pilots assigned to the FTU should expect to serve a 4-year tour, to include possible movement into a pilot requirement in the wing. Another primary user of IPs is the Strategic Warfare School (SWS) at Ellsworth AFB. Selection to either the FTU or SWS are indicators of training and operational expertise.

1.2.3.2. Another place to gain valuable instructor pilot experience is in AETC. Most bomber pilots go to AETC after upgrade to aircraft commander, but there is an opportunity for a highly recommended copilot to go to AETC as an IP. There are requirements for bomber pilots in both the primary (T-37) and advanced (T-38) phases of SUPT, although most IPs will enter in the T-37 and transition to the T-38 for the last half of their tours. This experience will allow you to further develop your flying and supervisory skills, and your broadened background will make you more competitive later for squadron commander billets in either AETC or Air Combat Command (ACC).

1.2.3.3. Few assignments deliver the challenges and rewards of an IP tour. This experience provides the opportunity to hone your leadership skills early in your career and to create a significant impact on future generations of Air Force pilots as a role model, instructor, and leader.

1.2.3.4. There are some jobs shown on the pyramid figure that shift you out of a normal bomber pilot career path. The first of these is test pilot school. If you attend test pilot school, you will progress up the test pilot ladder. It may be possible to return to operations, but this is the exception to the norm. Another specialized career path fork is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can make you competitive for other very specialized and meaningful career paths such as acquisition.

1.2.3.5. In the experience matrix there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this chart are either/or items. As an example, a pilot may go to SUPT to gain instructor and maybe evaluator experience. That pilot may not have enough time to also pursue instructor status in his or her MWS. Either of these paths will show a future boss that you have built technical expertise as a pilot and are ready for increased responsibility as an aviator.

1.2.3.6. There are limited positions mid- to senior-level captains can choose for a broadening tour. These include United States Air Force Academy (USAF) instructor (normally includes some instructor flying for company grade officers), recruiting squadron operations officer, Squadron Officer School (SOS) instructor or ROTC Assistant Professor of Aerospace Studies (APAS). In these jobs, you build a strong foundation of experience and serve as a key role model for the next generation of Air Force officers. Pilots who go to a non-flying position short of their second gate must return to flying to meet that gate.

1.2.4. The majority of bomber pilots will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for bomber pilot expertise in rated positions at USAF, MAJCOM, NAF, and joint units. Non-rated job opportunities are also available for the officer with the right background and education.

1.2.4.1. Not all bomber pilots choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for IPs in the FTU and SUPT. However, those who have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are decreasing their chance to fly in leadership positions later in their career. Technical expertise peaks at the major or lieutenant colonel level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

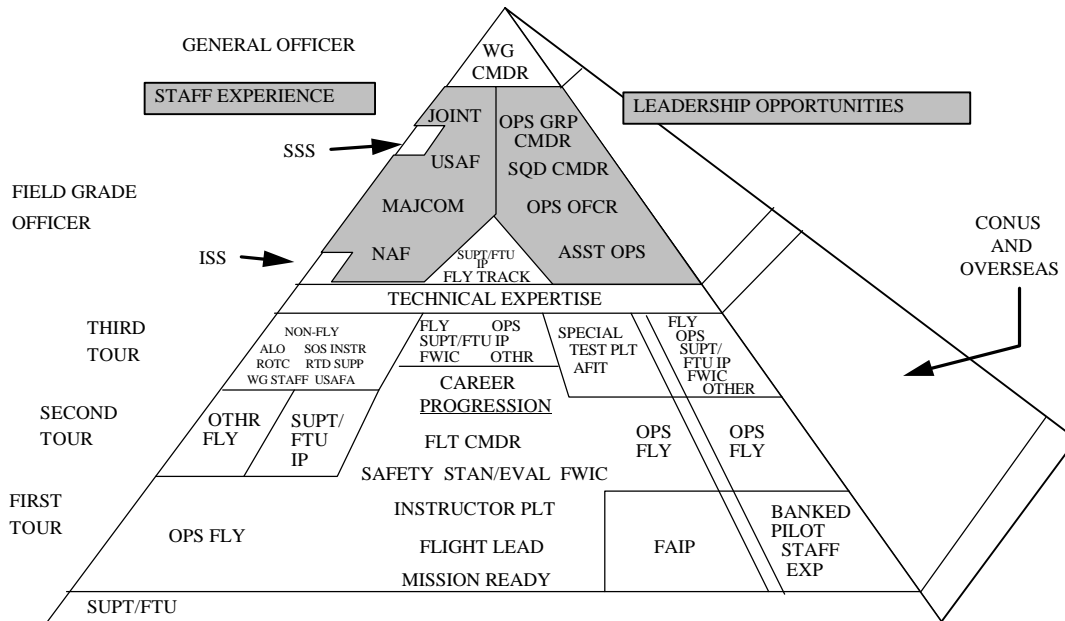
1.2.5. After completion of a staff tour, field grade pilots can compete for return to a cockpit through the Return to Fly Board (RTFB) process. About 1 year before normal rotation, an officer will be looked at with other field grade bomber pilots by a board of general officers. Those selected to return to fly will be placed in field grade positions in squadrons or wing staff after their requalification. These officers will compete for squadron operations officer and commander leadership positions. After a successful leadership test as a commander, a senior lieutenant colonel or junior colonel can expect more staff seasoning in a senior staff position in either the joint staff or Air Staff prior to selection for operations group or equivalent commander position.

1.2.5.1. Those officers who do not return to fly can continue up the staff track and compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, Air Force, or joint level billets. Key command jobs exist in support groups or in non-rated specialties.

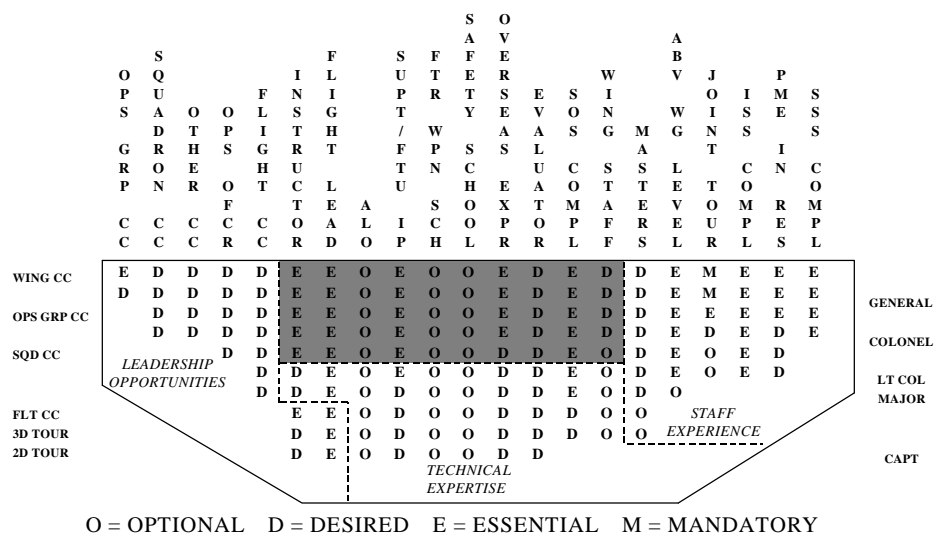
1.2.5.2. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position.

1.2.5.3. This narrative does not suggest that all bomber pilots should strive to be a general officer or that there is one ideal path to that level. Historically, however, the path to that level normally includes a strong operational background followed by a staff management tour in operations related positions and a return to fly in squadron leadership positions prior to promotion to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: How well you do in your current job is the most important factor that you control in your professional development.

1.3.1. This career path should help you with those decisions. Figure 1.7 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.8 is based on the "three-legged-stool theory" of professional development, and it shows the types of jobs and experience that are mandatory, essential, desired or optional for success at various levels in the Air Force.



**Figure 1.7. Fighter Pilot Career Path Pyramid.**



**Figure 1.8. Fighter Pilot Career Path Experience Matrix.**

1.3.2. When assigned to the MWS, pilots out of SUPT can expect to spend 1 to 2 years as a wingman gaining technical experience before upgrading to flight lead. FAIPs normally upgrade faster due to their previous flying experience. Further upgrade to IP, mission commander, flight examiner, or fighter weapons instructor are important indications of the expertise and leadership that is required for further supervisory positions. You may choose to serve an instructor tour in an operational unit or in AETC, either in SUPT (T-37, T-38, AT-38) or at the FTU in your MWS. An AETC IP tour will allow you to further develop your flying and supervisory skills, and your broadened background will make you more competitive later for squadron commander billets in either AETC or another operational command.

1.3.2.1. Few assignments deliver the challenges and rewards of an instructor pilot tour. This experience provides the opportunity to hone your leadership skills early in your career and to create a significant impact on future generations of Air Force pilots as a role model, instructor, and leader.

1.3.2.2. There are some jobs shown on the pyramid figure that shift you out of a normal fighter pilot career path. The first of these is Test Pilot School (TPS). If you attend TPS, you will progress up the test pilot ladder. It may be possible to return to operations, but this is the exception to the norm. Another specialized career path fork is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisitions management.

1.3.2.3. In the experience matrix there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this chart are either/or items. For example, a pilot may go to SUPT to gain instructor and maybe evaluator experience. That pilot may not have enough time to attend fighter weapons school. Either of these paths will show a future boss that you have built technical expertise as a pilot and are ready for increased responsibility as an aviator.

1.3.2.4. There are a significant number of organizations in the Air Force that depend on fighter pilot expertise in non-flying positions to accomplish their mission. The close air support mission is a prime example. Effective employment of this mission requires close coordination from the theater to the tactical level of operations. To support this key aspect of joint operations, the Air Force provides a small percentage of fighter pilots as Air Liaison Officers (ALO). These officers provide the Air Force planning, coordination, and execution expertise to Army combat operations. These positions provide an excellent background for joint operations and offer the additional incentive of assignment priority at the completion of their tour. This is not a guarantee, but historically, all ALO returnees with less than their 2d gate have been offered operational fighter cockpits and many have retrained into their weapon systems of choice.

1.3.2.5. There are limited positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (normally includes some instructor flying for company grade officers), recruiting squadron operations officer, SOS instructor or ROTC Assistant Professor of Aerospace Studies (APAS). While not technically staff positions, these jobs build a strong foundation and serve as key role models for the next generation of Air Force officers. Depending on worldwide fighter and fighter-specific staff manning, fighter pilots may not be released for this duty. Pilots who go to a non-flying position short of their 1st gate must return to flying within 3 years to meet that gate.

1.3.3. The majority of fighter pilots will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for fighter pilot expertise in rated positions at USAF, MAJCOM, NAF, and joint units. Non-rated job opportunities may also be available for the officer with the right background and education if worldwide fighter manning supports release from rated duties.

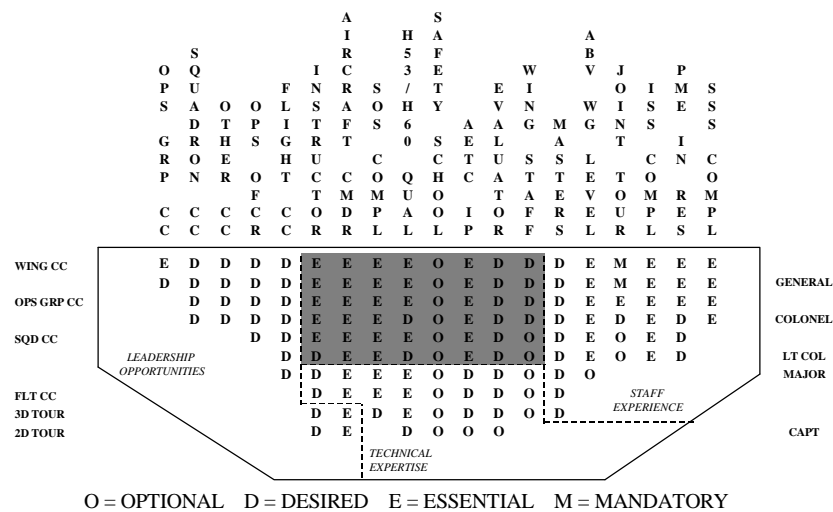
1.3.3.1. Not all fighter pilots choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructor pilots in AETC, either in an FTU or SUPT. However, those who have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are decreasing their chance to fly in leadership positions later in their career. Technical expertise peaks at the major level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

1.3.4. After completion of a staff tour, field grade fighter pilots can compete for return to a cockpit through the RTFB process. About 1 year prior to normal rotation, an officer will be looked at with other field grade fighter pilots by a board of general officers. Those selected to return to fly will be placed in field grade positions in a squadron or wing staff after their requalification. These officers will compete for squadron operations officer and commander leadership positions. After a successful leadership test as a commander, a senior lieutenant colonel or junior colonel would get more staff seasoning in a senior staff position in either the joint staff or Air Staff prior to selection for operations group or equivalent commander position.

1.3.4.1. Those officers who do not return to fly can continue up the staff track and compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, Air Force, or joint level billets. Key command jobs exist in support groups or in non-rated specialties; however, worldwide fighter manning will dictate policy on release from fighter specific positions.

1.3.4.2. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position.





**Figure 1.10. Helicopter Pilot Career Path Experience Matrix.**

1.4.2. A helicopter pilot can expect to spend his or her first tour, about 3 years, gaining technical experience in the H-1. During this assignment, pilots should upgrade to instructor. Upgrade to instructor is an important milestone in any pilot's career path, therefore, all pilots should strive for this qualification as soon as possible. In addition, current crew qualification is a factor when selecting officers for follow-on assignments.

1.4.2.1. After their first helicopter assignment, H-1 pilots should consider cross-training into an H-60 or H-53. Apart from the leadership aspects, most helicopter specific staff positions in the Air Force demand either an H-60 or H-53 background. The H-53s are all Special Operations assets while the H-60s are assigned to both Special Operations and Air Rescue. All pilots volunteering for cross training must be worldwide volunteers due to the overseas requirements. The critical manning of the H-53 normally requires two operational tours in the cockpit.

1.4.2.2. The system needs experienced pilots to fill continuing instructor requirements both overseas and at the formal schoolhouse. Command leadership has stated in writing that they want their future leaders to gain the instructional experience important in a leader by serving in a Follow-on Training Unit (FTU). The FTUs are under the umbrella of the AETC; a tour in the AETC formal schoolhouse is a strong indicator of expertise and leadership ability all MAJCOMs look for, when selecting their senior officers. In addition, priority assignment handling is given to FTU IPs. Most FTU IPs can expect a staff job above wing level, a leadership opportunity, or a flying position they have selected.

1.4.2.3. Few assignments deliver the challenges and rewards of an instructor pilot tour. This experience provides the opportunity to hone your leadership skills early in your career and to create a significant impact on future generations of Air Force pilots as a role model, instructor, and leader.

1.4.2.4. There are some jobs shown on the pyramid figure which, in effect, shift you out of a normal helicopter pilot career path. The first of these is Test Pilot School (TPS). If you attend TPS, you will progress up the test pilot ladder. It may be possible to return to operations, but this is the exception to the norm. Another specialized career path fork is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisitions management.

1.4.2.5. In the experience matrix there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this chart are either/or items. As an example, a pilot may go to AETC to gain instructor and maybe evaluator experience. That pilot may not have enough time to also pursue instructor status in his or her MWS. Either of these paths will show a future boss that you have built technical expertise as a pilot and are ready for increased responsibility as an aviator.

1.4.2.6. There are limited positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (can include some instructor flying for company grade officers), recruiting squadron operations officer, SOS instructor, or ROTC Assistant Professor of Aerospace Studies (APAS). In these jobs, you build a strong foundation of experience and serve as a key role model for the next generation of Air Force officers. Pilots who go to a non-flying position short of their first gate must return to flying within 3 years to meet that gate.

1.4.3. The majority of helicopter pilots will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for helicopter pilot expertise in rated positions at USAF, MAJCOM, NAF, and joint units. Non-rated job opportunities are also available for the officer with the right background and education.

1.4.3.1. Not all helicopter pilots will leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for pilots at the FTU and in operational units. However, those that have only flown during their career and elect to continue to fly at this point are decreasing their chance to fly in leadership positions later in their career.

1.4.4. Those field grade officers hired into flying positions in squadrons compete for operations officer and commander leadership positions. After a successful leadership test as a commander, a senior lieutenant colonel or junior colonel can expect more staff seasoning in a senior staff position in either the joint staff or Air Staff prior to selection for operations group or equivalent commander position.

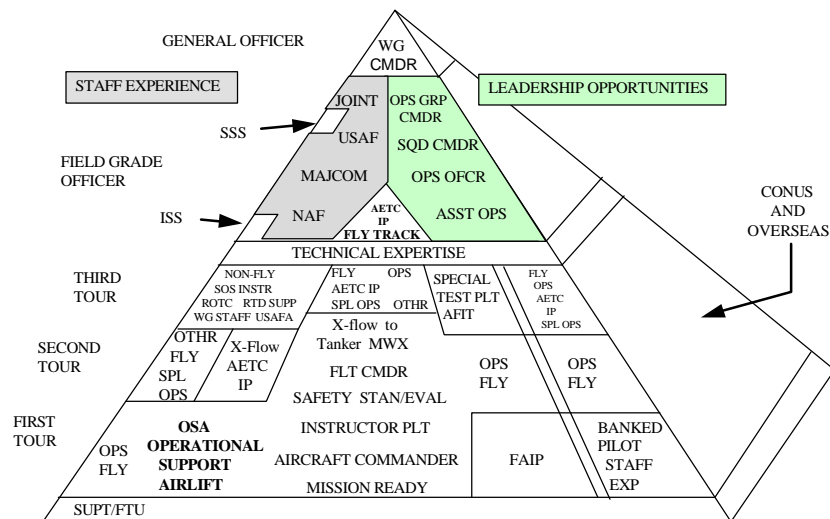
1.4.4.1. Those officers who do not return to fly can continue up the staff track and compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, Air Force, or joint level billets. Key command jobs exist in support groups or in non-rated specialties.

1.4.4.2. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position.

1.4.4.3. This narrative does not suggest that all helicopter pilots should strive to be a general officer or that there is one ideal path to that level. Historically, however, the paths to general officer include a strong operational background enhanced by a staff management tour in operations related positions and a return to fly in squadron leadership positions prior to promotion to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor that you control in your professional development.

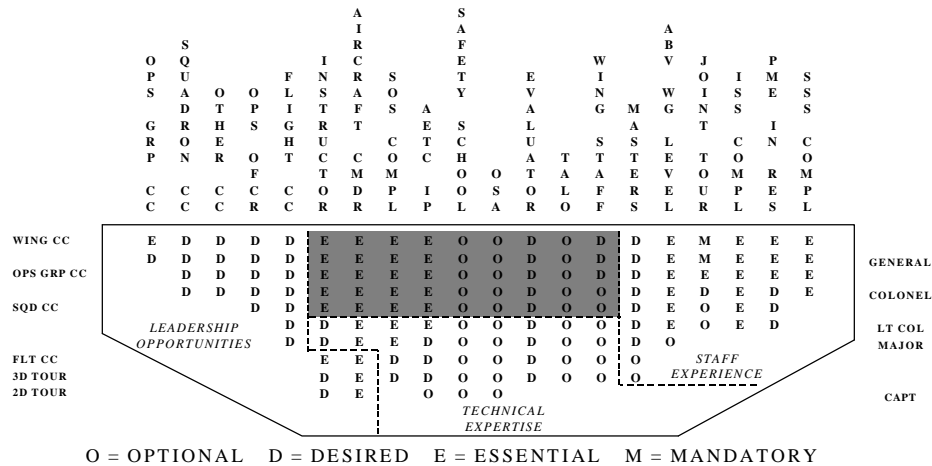
**1.5. Strategic Airlift Pilot Career Path.** Pilots whose most recent major weapons experience is in the C-5, C17, C-141, or assigned to operational support airlift, such as the C-12 or C-21, are managed as part of the strategic airlift MWS. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. Many of today's senior leaders will tell you they had similar feelings as young pilots. They did their best in each and every job they had and jumped at opportunities offered to them along the way. Today, each officer should evaluate when to move for professional development reasons and commanders have the responsibility to guide and counsel officers on their careers.

1.5.1. This career path should help you with those decisions. Figure 1.11 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.12 is based on the "three-legged-stool" theory of professional development, and it shows the types of jobs and experience that are mandatory, essential, desired or optional for success at various levels in the Air Force.



**Figure 1.11. Strategic Airlift Pilot Career Path Pyramid.**





**Figure 1.12. Strategic Airlift Pilot Career Path Experience Matrix.**

1.5.2. When first assigned to the MWS as a copilot, you will gain technical experience in aircraft systems, crew management, and the unit's various missions for an average of 3 years before upgrading to aircraft commander. FAIPs normally upgrade faster due to their previous flying experience. For pilots assigned to operational support airlift (OSA) units, upgrade to OSA aircraft commander usually occurs after 1 to 2 years. After an OSA tour, the pilot is assigned to an MWS where progression to MWS aircraft commander normally occurs in 12 to 18 months. Upgrade to instructor pilot or flight examiner are important indications of the expertise and leadership that is required for further supervisory positions. Upgrade may not be available at a pilot's current location and a permanent change of station (PCS) may be necessary to upgrade to instructor pilot. Strategic airlift pilots should seek to attain IP status in a MWS before PCSing to other tours.

1.5.2.1. For strategic airlift pilots the largest requirement for instructors is at the AETC Follow-on Training Unit (FTU) at Altus AFB. Pilots assigned to the FTU should expect to serve a 3-year tour, to include possible movement into an airlift pilot requirement in the wing. Air Mobility Command (AMC) leadership encourages pilots, interested in becoming future leaders, to gain the instructional experience important in a leader by serving in an AETC FTU.

1.5.2.2. Another opportunity for career diversification is as a SUPT IP in AETC. Most strategic airlift pilots teach at SUPT in AETC after upgrade to aircraft commander, but there is opportunity for a highly recommended copilot to go directly to AETC as an IP. There are requirements for strategic airlift pilots in both the primary (T-37) and advanced (T-1A) phases of SUPT, although most IPs will enter in the T-37 and transition to the T-1A for the last half of their tours. This experience will allow you to further develop your flying and supervisory skills, and your broadened background will make you more competitive later for squadron commander billets in AETC or Air Mobility Command (AMC). After an AETC tour, officers should expect to return to an MWS or compete for a crossflow assignment to tankers. After a tour in an MWS, pilots can also consider going to OSA to provide experience and leadership to UPT graduates.

1.5.2.3. Few assignments deliver the challenges and rewards of an instructor pilot tour. This experience provides the opportunity to hone your leadership skills early in your career and to create a significant impact on future generations of Air Force pilots as a role model, instructor, and leader.

1.5.2.4. There are some jobs shown on the pyramid figure which, in effect, shift you out of a normal strategic airlift pilot career path. The first of these is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. Pilots may not be allowed to bust their first flying gate to go to AFIT. This move can establish you in other very specialized and meaningful career paths such as acquisitions management. Another specialized career path fork is Test Pilot School (TPS). If you attend TPS, you will progress up the test pilot ladder. It may be possible to return to operations, but this is the exception to the norm.

1.5.2.5. In the experience matrix there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this chart are either/or items. As an example, a pilot may go to AETC to gain instructor and maybe evaluator experience. That pilot may not have enough time to also pursue instructor status in his or her MWS. Either of these paths will show a future boss that you have built technical expertise as a pilot and are ready for increased responsibility as an aviator.

1.5.2.6. There are limited staff positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (normally includes some instructor flying for company grade officers), recruiting squadron operations officer, SOS instructor or ROTC Assistant Professor of Aerospace Studies (APAS). In these jobs, you build a strong foundation of experience and serve as a key role model for the next generation of Air Force officers. Pilots who go to a non-flying position short of their first gate must return to flying within 3 years to meet that gate.

1.5.3. The majority of strategic airlift (SAL) pilots will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for strategic airlift pilot expertise in rated positions at HAF, MAJCOM, NAF, and joint units. Non-rated job opportunities are also available if you have the right education or background.

1.5.3.1. Not all strategic airlift pilots choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructor pilots in AETC, either in SUPT or RTU. However, those who have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are decreasing their chance to fly in leadership positions later in their career. Technical expertise peaks at the major or lieutenant colonel level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

1.5.4. After completion of a staff tour, field grade pilots can compete for return to a cockpit through the RTFB process.

1.5.4.1. Those officers who do not return to fly can continue up the staff track and compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, Air Force, or joint level billets. Key command jobs exist in support groups or in non-rated specialties.

1.5.4.2. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position.

1.5.4.3. This narrative does not suggest that all SAL pilots should strive to be a general officer or that there is one ideal path to that level. Historically, however, the paths to general officer include a strong operational background enhanced by a staff management tour in operations related positions and a return to fly in squadron leadership positions prior to promotion to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: How well you do in your current job is the most important factor that you control in your professional development.

**1.6. Tactical Airlift Pilot Career Path.** Pilots whose MWS is any version of the C-130 are managed as Tactical Airlift (TAL) pilots. Entry into this system is direct from SUPT or after an Operational Support Airlift (OSA) or FAIP assignment. There are a limited number of pilots who crossflow into TAL from another MWS. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. Many of today's senior leaders will tell you they had similar feelings as young pilots. They did their best in each and every job they had and jumped at opportunities offered to them along the way. Today, each officer should evaluate when to move for professional development reasons and commanders have the responsibility to guide and counsel officers on their careers.

1.6.1. This career path should help you with those decisions. Figure 1.13 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.14 is based on the "three-legged-stool theory" of professional development, and it shows the types of jobs and experience that are mandatory, essential, desired, or optional for success at various levels in the Air Force.

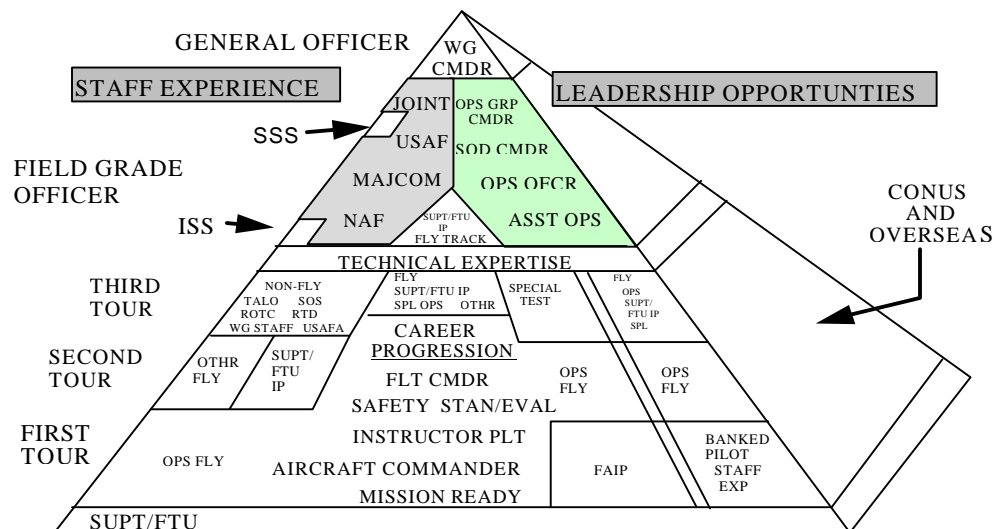


Figure 1.13. Tactical Airlift Pilot Career Path Pyramid.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

1.6.2.2. Another place to gain valuable IP experience is in AETC. Most tactical airlift pilots go to AETC after upgrade to aircraft commander, but there is an opportunity for a highly recommended copilot to go directly to AETC as an SUPT IP. There are requirements for TAL pilots in both the primary (T-37) and advanced (T-1A) phases of SUPT, although most IPs will enter in the T-37 and transition to the T-1A for the last half of their tours. This experience will allow you to further develop your flying and supervisory skills, and your broadened background will make you more competitive later for squadron commander billets in either AETC or other commands.

1.6.2.3 Few assignments deliver the challenges and rewards of an IP tour. This experience provides the opportunity to hone your leadership skills early in your career and to create a significant impact on future generations of Air Force pilots as a role model and leader.

1.6.2.4. There are some jobs shown on the pyramid figure which, in effect, shift you out of a normal tactical airlift pilot career path. The first of these is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisitions management. Another specialized career path fork is Test Pilot School (TPS). If you attend TPS, you will progress up the test pilot ladder. It may be possible to return to operations, but this is the exception to the norm.

1.6.2.5. Air Force Special Operations Command (AFSOC) offers pilots with a strong record the chance to crossflow into the demanding world of special operations. Special operations pilots perform challenging missions and become eligible for staff and leadership positions requiring special operations experience (see paragraph 1.9).

1.6.2.6. In the experience matrix there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this chart are either/or items. For example, a pilot may go to AETC to gain instructor and maybe evaluator experience. That pilot may not have enough time to also pursue special operations or even instructor status in his or her MWS. Either of these paths will show a future boss that you have built technical expertise and are ready for increased responsibility as an aviator.

1.6.2.7. There are limited positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (normally includes some instructor flying for company grade officers), recruiting squadron operations officer, SOS instructor, or ROTC Assistant Professor of Aerospace Studies (APAS). In these jobs, you build a strong foundation of experience and serve as a key role model for the next generation of Air Force officers. Pilots who go to a non-flying position short of their 1st gate must return to flying within three years to meet that gate.

1.6.3. The majority of TAL pilots will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for tactical airlift pilot expertise in rated positions at HAF, MAJCOM, NAF, and joint units. Non-rated job opportunities are also available for the officer with the right background and education.

1.6.3.1. Not all tactical airlift pilots choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for IPs in the FTU and in AETC. However, those who have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are decreasing their chance to fly in leadership positions later in their career. Technical expertise peaks at the major or lieutenant colonel level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

1.6.4. After completion of a staff tour, field grade pilots can compete for return to a cockpit through the RTFB process. About 1 year prior to normal rotation, an officer will be looked at with other field grade TAL pilots by a board of general officers. Those selected to return to fly will be placed in field grade positions in squadrons or a wing staff. These officers will compete for squadron operations officer and commander positions. After a successful leadership test as a commander, a senior lieutenant colonel, or junior colonel can expect more staff seasoning in a senior staff position in either the joint staff or Air Staff prior to selection for operations group or equivalent commander position.

1.6.4.1. Those officers who do not return to fly can continue up the staff track and compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, Air Force, or joint level billets. Key command jobs exist in support groups or in non-rated specialties.

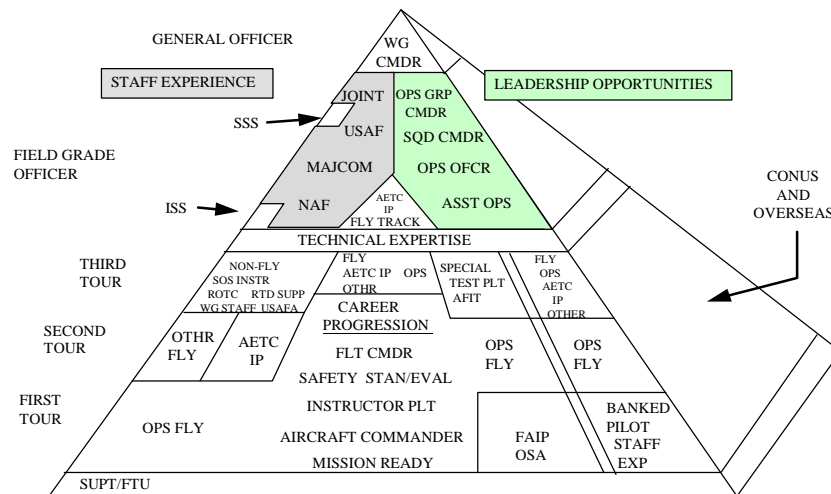
1.6.4.2. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position.

1.6.4.3. This narrative does not suggest that all TAL pilots should strive to be a general officer or that there is one ideal path to that level. Historically, however, the paths to general officer include a strong operational background enhanced by a staff management tour in operations-related positions and a return to fly in squadron leadership positions prior to promotion to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: How well you do in your current job is the most important factor that you control in your professional development.

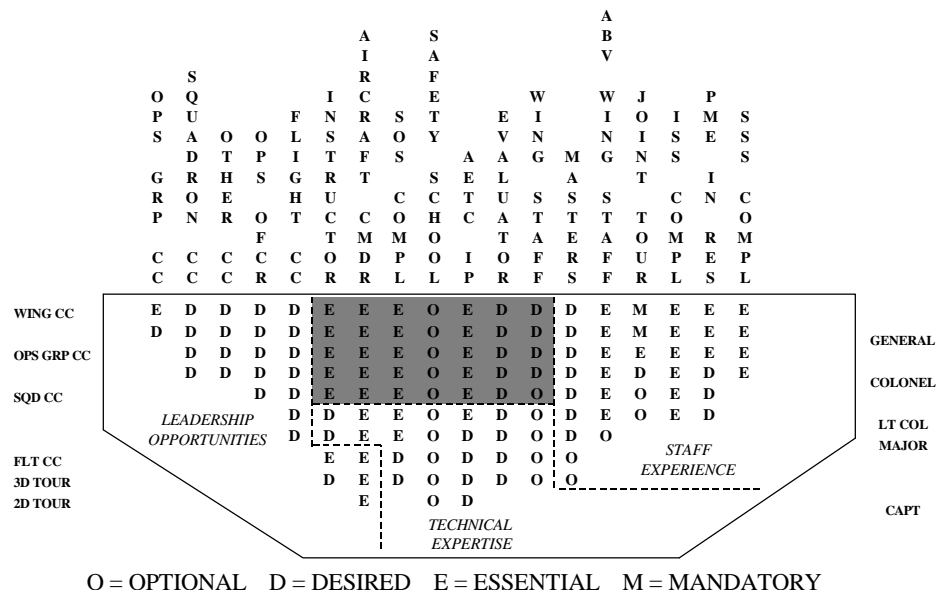
**1.7. Tanker Pilot Career Path.** Pilots whose primary aircraft is the KC-10, EC/RC/KC-135, C-135, E-3, or E-4 are members of the tanker major weapons system (MWS). Entry into this system is direct from Specialized Undergraduate Pilot Training (SUPT) or after an Operational Support Airlift (OSA) or First Assignment Instructor Pilot (FAIP)

assignment. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. Many of today's senior leaders will tell you they had similar feelings as young pilots. They did their best in each and every job they had and jumped at opportunities offered to them along the way. Today, each officer should evaluate when to move for professional development reasons and commanders have the responsibility to guide and counsel officers on their careers.

1.7.1. This career path should help you with those decisions. Figure 1.15 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.16 is based on the "three-legged-stool theory" of professional development, and it shows the types of jobs and experience that are mandatory, essential, desired or optional for success at various levels in the Air Force.



**Figure 1.15. Tanker Pilot Career Path Pyramid.**



**Figure 1.16. Tanker Pilot Career Path Experience Matrix.**

1.7.2. When first assigned to the MWS, co-pilots can expect to spend about 3 years gaining technical experience before upgrading to aircraft commander. FAIP/OSA pilots upgrade faster due to their previous flying experience. After serving as an aircraft commander for about 2 years, a tanker pilot should consider an upgrade to Instructor Pilot (IP). In some operational units, there are limited opportunities to upgrade to instructor. As the instructor upgrade is an important step in any pilot's career path, a pilot who does not have an opportunity to upgrade to IP at the appropriate time in his or her current unit should consider PCSing to another location in order to upgrade. CSAF encourages pilots, interested in becoming future leaders, to gain the instructional experience important in a leader by serving in an Follow-on Training Unit (FTU).

1.7.2.1. Another place to gain valuable IP experience is in AETC. Tanker pilots go to AETC after upgrade to aircraft commander, but there is an opportunity for a highly recommended copilot to go directly to AETC. There are requirements for tanker pilots in both primary (T-37) and advanced (T-1A) phases of SUPT, although most IPs will enter in the T-37 and transition to the T-1A for the last half of their tours. This experience will allow you to further develop your flying and supervisory skills, and your broadened background will make you more competitive later for squadron commander billets in either AETC or other operational commands.

1.7.2.2. Few assignments deliver the challenges and rewards of an IP tour. This experience provides the opportunity to hone your leadership skills early in your career and to create a significant impact on future generations of Air Force pilots as a role model, instructor, and leader.

1.7.2.3. There are some jobs shown on the pyramid figure which, in effect, shift you out of a normal tanker pilot career path. The first of these is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisitions management. Another specialized career path fork is Test Pilot School (TPS). If you attend TPS, you will progress up the test pilot ladder. It may be possible to return to operations, but this is the exception to the norm.

1.7.2.4. In the experience matrix, there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this chart are either/or items. As an example, a pilot may go to AETC to gain instructor and maybe evaluator experience. That pilot may not have enough time to also pursue instructor status in his or her MWS. Either of these paths will show a future boss that you have built technical expertise as a pilot and are ready for increased responsibility as an aviator.

1.7.2.5. There are limited positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (normally includes some instructor flying for company grade officers), recruiting squadron operations officer, SOS instructor, or ROTC Assistant Professor of Aerospace Studies (APAS). In these jobs, you build a strong foundation of experience and serve as a key role model for the next generation of Air Force officers. Pilots who go to a non-flying position short of their 1st gate must return to flying within three years to meet that gate.

1.7.3. The majority of tanker pilots will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for tanker pilot expertise in rated positions at HAF, MAJCOM, NAF, and joint units. Non-rated job opportunities are also available for the officer with the right background and education.

1.7.3.1. Not all tanker pilots choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for IPs in the FTU and in SUPT. However, those that have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are probably decreasing their chance to fly in leadership positions later in their career. Technical expertise peaks at the major or lieutenant colonel level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

1.7.4. After completion of a staff tour, field grade pilots can compete for return to a cockpit through the RTFB process. About 1 year prior to normal rotation, an officer will be looked at with other field grade tanker pilots by a board of general officers. Those selected to return to fly will be placed in field grade positions in squadrons or wing staff after their requalification. These officers will compete for squadron operations officer and commander leadership positions. After a successful leadership test as a commander, a senior lieutenant colonel or junior colonel can expect more staff seasoning in a senior staff position in either the joint staff or Air Staff prior to selection for operations group or equivalent commander position.

1.7.4.1. Those officers who do not return to fly can continue up the staff track and compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, Air Force, or joint level billets. Key command jobs exist in support groups or in non-rated specialties.

1.7.4.2. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position.

1.7.4.3. This narrative does not suggest that all tanker pilots should strive to be a general officer or that there is one ideal path to that level. Historically, however, the paths to general officer include a strong operational background enhanced by a staff management tour in operations related positions and a return to fly in squadron leadership positions prior to promotion

to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: How well you do in your current job is the most important factor that you control in your professional development.

**1.8. Test Pilot Career Path.** Entry to the test pilot career field is by completion of the USAF Test Pilot School (TPS) or comparable course offered by another military test pilot school. Pilots who complete TPS should plan to spend the remainder of their career in test and/or acquisitions billets. Return to an operational job is the exception to the norm. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. We have an assignment system which allows pilots to determine when to move. Each officer should evaluate when to move for professional development reasons and commanders have the responsibility to guide and counsel officers on their careers.

1.8.1. This career path should help you with those decisions. Figure 1.17 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.18 is based on the "three-legged-stool theory" of professional development, and it shows the types of jobs and experience that are mandatory, essential, desired, or optional for success at various levels in the Air Force.

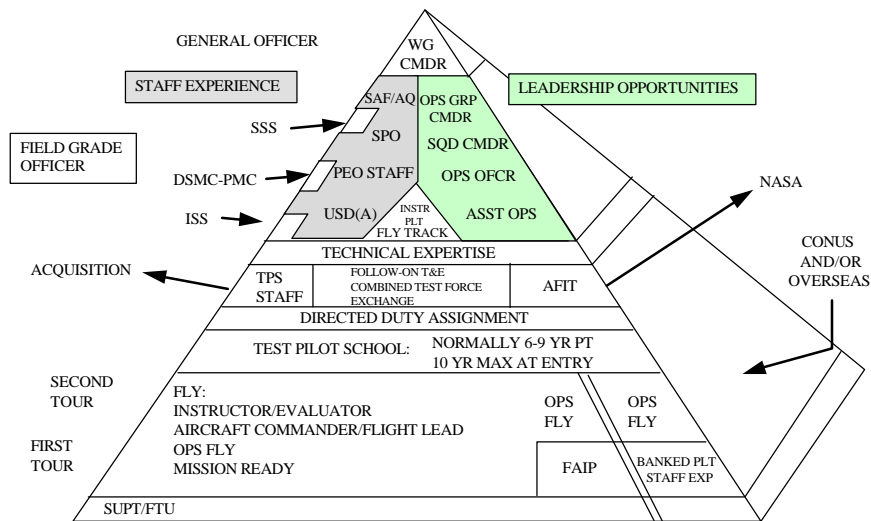


Figure 1.17. Test Pilot Career Path Pyramid.

	S	O	Q	U	F	S	S	I	P	A	B	V	J	A	A	A	F	M	P	S
WING CC	E	D	D	D	E	E	E	E	E	E	D	E	M	E	E	D	E	E	E	E
GENERAL	E	D	D	D	E	E	E	E	E	E	D	E	M	E	E	D	E	E	E	E
OPS GRP CC	D	D	D	D	E	E	E	E	E	E	D	E	E	E	E	D	E	E	E	E
COLONEL	D	D	D	D	E	E	E	E	E	E	D	E	E	E	E	D	E	E	E	E
SQD CC	D	D	D	D	E	E	E	E	E	E	D	D	D	E	E	D	E	E	E	E
LT COL	D	D	D	D	E	E	E	E	E	E	D	D	D	E	E	D	D	D	D	D
MAJOR	D	D	D	D	E	E	E	E	E	E	D	D	D	E	E	D	D	D	D	D
FLT CC	D	D	D	D	E	E	E	E	E	E	D	D	D	E	E	D	D	D	D	D
FLIGHT TEST PATH																				
PROGRAM ACQ PATH																				
PERTAINS TO BOTH																				

O = OPTIONAL D = DESIRED E = ESSENTIAL M = MANDATORY

Figure 1.18. Test Pilot Career Path Experience Matrix.

1.8.2. Officers that graduate from TPS will be given a directed duty assignment (DDA) to fill flight test vacancies or other positions that use the training received during TPS. The majority of these positions are at Edwards AFB. At Edwards, test pilots will fly test missions and, after 2 years of test flying experience, can become part of the TPS staff.

1.8.2.1. Upon completion of their DDA, officers need to manage their careers very carefully. An understanding of the Acquisition Professional Development Program (APDP) is needed in order to make intelligent career decisions. Under "The Defense Acquisition Workforce Improvement Act (DAWIA)" legislation and a Department of Defense (DoD) directive, the Air Force implemented APDP to increase the level of professionalism in the acquisition process. APDP has established minimum education, training, and experience requirements for certification as an acquisition professional in different levels within various functional areas. Certification to the appropriate level of APDP is necessary to be considered for all acquisitions coded test and management positions.

1.8.2.2. Following the DDA, the choice of follow-on assignments could determine the opportunities for advancement past the lieutenant colonel level. Listed below are some of the post-DDA assignments:

- Test pilot flight testing new or modified systems. Counts as APDP test and evaluation experience.
- System Program Office (SPO) test manager staffing the acquisition of new or modified systems (28XX or 27XX AFSC). Could count as APDP Acquisition Program Management or test and evaluation experience (T & E) depending on the position.
- HQ AFMC staff position (28XX or 27XX AFSC). Could count as APDP Acquisition Program Management or T&E experience depending on the position.
- Air Staff or SAF/AQ position (28XX, 27XX, or 14XX AFSC). Could count as APDP Acquisition Program Management or T&E experience depending on the position.
- Exchange officer, TPS instructor or staff. Counts as APDP T&E experience.
- Mission Specialist Astronaut in National Aeronautics and Space Administration (NASA) program. This requires selection via a board (See AFI 36-2205, *Applying for Flying, Space and Missile and Astronaut Training Programs* (formerly AFR 51-6)) and most officers would remain with NASA for the remainder of their careers.

1.8.2.3. There are two basic test pilot career paths: Flight test and program acquisition. Figure 1.18 shows the types of experience, qualifications, and education optional, desired, essential, or mandatory to achieve different levels in either path. There are some items that are applicable for either path. As an example, it is recommended for a test pilot to obtain either a technical or management master's degree. Additionally, PME should be completed at the appropriate time.

1.8.3. Officers who have broadened their flight test experience with a program management tour at either the Air Staff, a system program office, or a HQ tour are competitive for leadership positions. These senior majors or junior lieutenant colonels will compete for squadron operations officer and commander leadership positions. After a successful leadership test as a commander, a senior lieutenant colonel or junior colonel would get more staff seasoning in a senior staff position.

1.8.3.1. Those officers who do not return to fly can continue to compete for promotion and leadership positions through higher level key staff assignments in a SPO or MAJCOM, HAF, or joint level billets. Key command jobs exist in support or in non-rated specialties.

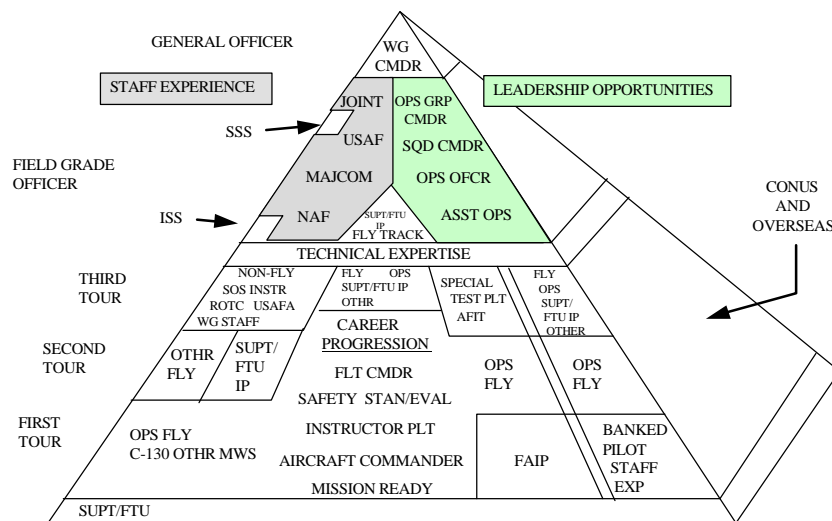
1.8.3.2. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position.

1.8.3.3. This narrative does not suggest that all test pilots should strive to be a general officer or that there is an ideal path to that level. Historically, however, the path to high levels normally includes a strong operational test background, a staff management tour, technical expertise, an outstanding record, and leadership positions in either test wings or acquisitions. Whatever your goals, the oft-used phrase still holds true: How well you do in your current job is the most important factor that you control in your professional development.

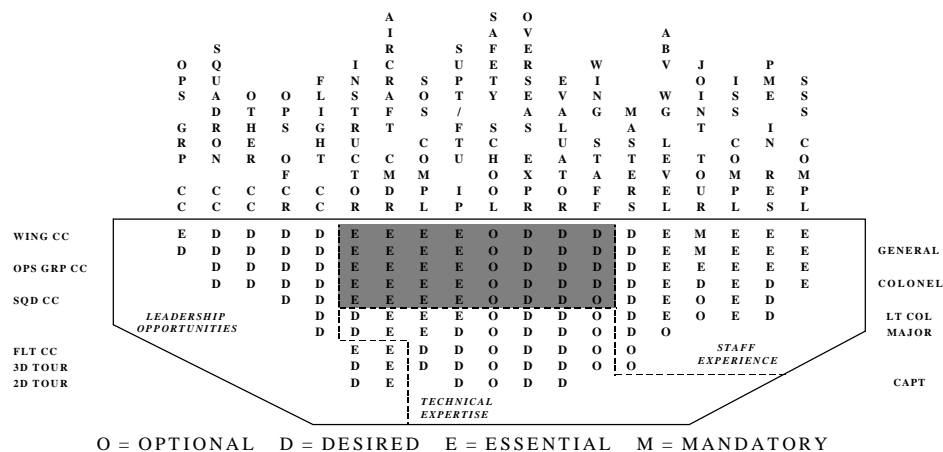
**1.9. Special Operations Forces Pilot Career Path.** Pilots assigned to Air Force Special Operations Command (AFSOC) major weapons systems (MWS), AC-130H/U, HC-130N/P, or MC-130E/H, are managed as Special Operations Forces (SOF). In addition to being the best at your current job, look one to two assignments ahead and prepare yourself by gaining the experience those jobs require. Finding your way into and excelling as a leader in SOF requires a personal commitment to this unique national capability. You can expect numerous TDYs, both planned and unprogrammed, in reaction to "real world" events. Each officer should continually evaluate his or her professional development choices, while commanders have the responsibility to guide and counsel officers on their careers.

1.9.1. This career path should help you with those choices. Figure 1.19 is the SOF pilot career path pyramid which shows the type of opportunities available at different times in your career. Figure 1.20 is the SOF career path matrix which is based on the "three-legged-stool" theory of professional development. This matrix shows the type of jobs and experience that are mandatory, essential, desired or optional for success at various levels in SOF and the Air Force.





**Figure 1.19. Special Operations Forces Fixed Wing Pilot Career Path Pyramid.**



**Figure 1.20. Special Operations Forces Fixed Wing Pilot Career Experience Matrix.**

1.9.2. The majority of SOF pilots are sourced directly from C-130 tactical airlift units. AFSOC also receives some SUPT, Operational Support Airlift (OSA), FAIP, and other MWS pilots. Most adapt quickly to the night, low-level flying environment. Co-pilots can expect to spend about 3 years before upgrading to Aircraft Commander (AC). Experienced pilots without prior tactical flying backgrounds can expect to spend about 1 to 2 years before upgrading to AC. The unit commander ultimately makes these decisions based on each individual pilot's performance. Instructor upgrade may come as quickly as 1 year after AC upgrade. Again, it is the commander's responsibility to determine upgrade time. An instructor upgrade is an important step in any career path; pilots who do not have an opportunity to upgrade to instructor at their current unit should consider PCSing to another location for the opportunity.

1.9.2.1. Besides unit-level instructor requirements, SOF instructors are required at AETC's FTU at Kirtland AFB and AFSOC's Central Training Flight at Hurlburt Field. Another place to gain valuable instructor pilot experience is in AETC's UPT program. SOF pilot expertise is needed to aid in the transition from the FAIP program to the new SUPT program. This tour offers many opportunities: The chance to hone your leadership skills; fly the T-1 and/or the T-37; a stable family environment; and an opportunity to pursue advanced educational degrees and/or PME. Most pilots follow-on back to SOF after a 3-year tour. Rated officer instructor duty is a superb opportunity to enhance an officer's professional development.

This experience makes you more competitive later on for squadron commander billets in either AFSOC, AETC, or other commands.

1.9.2.2. There are some jobs shown on the pyramid which, in effect, shift you out of a normal SOF pilot career path. The first of these is AFIT. If you earn your master's degree through AFIT, you will serve a directed-duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisition. Additionally, AFSOC offers a selected few the chance to earn an AFIT master's degree in special operations low intensity conflict. Another specialized career path fork is Test Pilot School (TPS). If you attend TPS, you progress up the test pilot ladder. It may be possible to return to SOF, but this is the exception to the norm.

1.9.2.3. In the experience matrix, there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more opportunities will open for you.

1.9.3. The majority of SOF pilots complete their second flying gate (120 months of flying duty) before they volunteer for a staff job. There is a need for SOF expertise in rated positions with the Assistant Secretary of Defense (ASD) staff, joint staff, USSOCOM, HQ USAF, combatant commands, theater special operations commands, MAJCOMs, and NAF staffs. Non-rated job opportunities are also available for the officer with the right background and education.

1.9.3.1. Staff positions for mid- to senior-level captains are available at wing and group, operational support squadrons, and a limited number at HQ AFSOC. Other non-SOF staff positions available in very limited numbers include: USAFA instructor; recruiting squadron operations officer, SOS instructor, or ROTC. Pilots who go to non-flying positions short of their 1st gate must return to flying within 3 years to meet that gate.

1.9.3.2. Not all SOF pilots choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructors in the FTUs and SUPT. However, those who have only flown during their career and elect to continue to fly at this point, rather than gaining staff experience, are decreasing their chance to fly in leadership positions later on in their career. Air Force and SOF leaders require a breadth of knowledge beyond weapon systems pilot skills.

1.9.4. Rated field grade officers can compete for leadership positions through the HQ AFSOC COMMANDO EAGLE board process. The COMMANDO EAGLE board screens and selects the most qualified candidates to command AFSOC squadrons and identifies SOF experienced personnel with demonstrated command potential to other MAJCOMs. Since there are more candidates than anticipated vacancies, not all candidates will be selected as squadron commanders. The COMMANDO EAGLE list is also used as a source of high quality SOF oriented personnel to fill key leadership positions throughout the Air Force and joint arenas. Rated officer candidates for squadron director of operations and wing or group chief of safety billets do not necessarily have to be on the COMMANDO EAGLE list; however, the majority of selectees are from the list.

1.9.4.1. Eligibility criteria for COMMANDO EAGLE: Only rated lieutenant colonel selects or lieutenant colonels with date of rank eligibility are considered for operational command. In addition to lieutenant colonels, majors and major selects, with the appropriate support AFSC and who have met their 1st flying gate, may be considered for support squadron commands. Key command jobs exist in support groups or in non-rated specialties. Wing commanders (or their equivalent) nominate rated officers within AFSOC. Rated officers outside AFSOC are boarded based on previous AFSOC flying experience or nominated by their current command.

1.9.4.2. Officers who are not on the COMMANDO EAGLE list can continue to compete for promotion and leadership positions through higher level key staff assignments in joint, Air Force, or MAJCOM level billets.

1.9.4.3. After a successful leadership test as a commander, a senior lieutenant colonel or junior colonel can expect more staff seasoning in a senior staff position, in either joint or Air Staff prior to selection for operations group or an equivalent commander position.

1.9.4.4. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend Senior Service School after a challenging staff or leadership position.

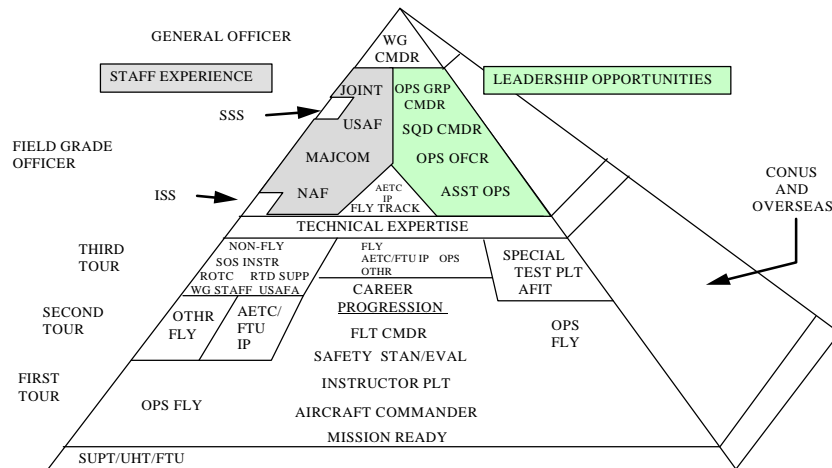
1.9.5. This narrative does not suggest that all SOF-rated officers should strive for senior leadership positions or that there is one ideal path to that level. Historically, however, most officers require a strong operational background enhanced by a senior staff tour in operations-related positions, followed by a return to fly in squadron leadership positions, prior to promotion consideration to colonel and further staff and leadership opportunities.

1.9.5.1. Whatever your goals are, remember this...the best job for your career is the one you are in today. Your performance indicates potential, which is rewarded with increased responsibilities.

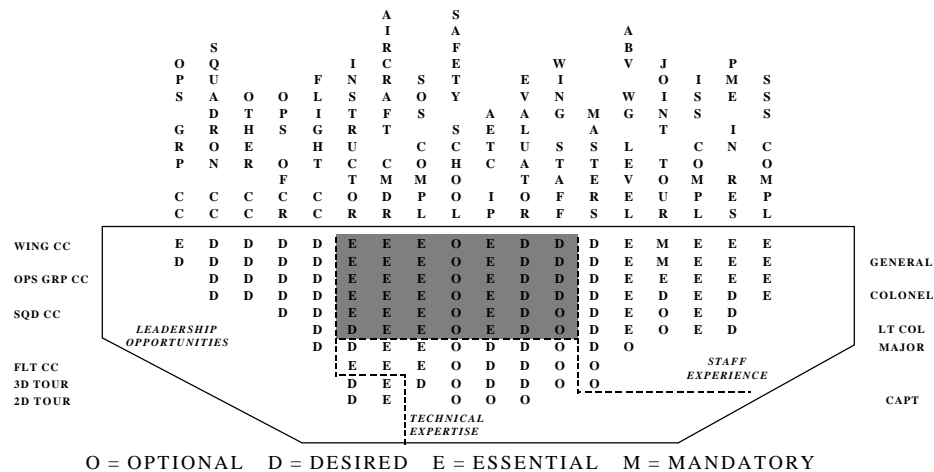
**1.10. Special Operations Forces Helicopter Pilot Career Path.** Pilots assigned to Air Force Special Operations Command (AFSOC) major weapons systems (MWS), MH-53J and MH-60G, are managed as Special Operations Forces (SOF). In addition to being the best at your current job, look one to two assignments ahead and prepare yourself by gaining the experience those jobs require. Finding your way into and excelling as a leader in SOF requires a personal commitment to this unique national capability. Expect numerous TDYs, both programmed and unprogrammed in response to actual

contingencies. Each officer should continually evaluate his or her professional development choices, while commanders have the responsibility to guide and counsel officers on their careers.

1.10.1. This career path should help you with those choices. Figure 1.21 is the SOF helicopter pilot career path pyramid which shows the type of opportunities available at different times in your career. Figure 1.22 is the SOF helicopter pilot career path matrix which is based on the "three-legged-stool" theory of professional development. This matrix shows the types of jobs and experience that are mandatory, essential, desired, or optional for success at various levels in SOF and the Air Force.



**Figure 1.21. Special Operations Forces Helicopter Pilot Career Path Pyramid.**



**Figure 1.22. Special Operations Forces Helicopter Pilot Career Path Experience Matrix.**

1.10.2. The majority of SOF helicopter pilots are sourced directly from other USAF helicopter units. However, AFSOC does occasionally receive pilots from other major weapon systems, and beginning in FY 95, will accept some UPT graduates each year. Most adapt quickly to the night, low-level flying environment. Copilots can expect to spend at least 3 years flying before upgrading to Aircraft Commander (AC). Experienced pilots without prior tactical flying backgrounds can expect to spend about 1 to 2 years before upgrading to AC. The unit commander ultimately makes these decisions based on each individual pilot's performance. Instructor upgrade may come as quickly as 1 year after AC upgrade. Again, it is the unit commander's responsibility to determine upgrade time. An instructor upgrade is an important step in any career path;

pilots who do not have an opportunity to upgrade to instructor at their current unit should consider PCSing to another location for the opportunity to upgrade.

1.10.2.1. Besides unit-level instructor requirements, SOF instructors are required at AETC's FTU at Kirtland AFB. Most pilots follow-on back to SOF after a 3-year tour. Rated officer instructor duty is a superb opportunity to enhance an officer's professional development. This experience makes you more competitive later on for squadron commander billets in either AFSOC, AETC, or other commands.

1.10.2.2. There are some jobs shown on the pyramid which, in effect, shift you out of a normal SOF pilot career path. The first of these is AFIT. If you earn your master's degree through AFIT, you will serve a directed-duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisition management. Additionally, AFSOC offers a selected few the chance to earn an AFIT master's degree in special operations low intensity conflict. Another specialized career path fork is Test Pilot School (TPS). If you attend TPS, you progress up the test pilot ladder. It may be possible to return to SOF, but this is the exception rather than the norm.

1.10.2.3. In the experience matrix, there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more opportunities will open for you.

1.10.2.4. Staff positions for mid- to senior-level captains are available at wing and group, operational support squadrons, and a limited number at HQ AFSOC. Other non-SOF staff positions available in very limited numbers include: USAFA instructor, recruiting squadron operations officer, SOS instructor, or ROTC. Pilots who may be released to non-flying positions short of their 1st gate must return to flying within 3 years to meet that gate.

1.10.3. The majority of SOF pilots complete their second flying gate (120 months of flying duty) before they volunteer for a staff job. There is a need for SOF expertise in rated positions with the Assistant Secretary of Defense (ASD) staff, joint staff, USSOCOM, HQ USAF, combatant commands, theater special operations commands, MAJCOMs, and NAF staffs. Non-rated job opportunities are also available for the officer with the right background and education.

1.10.3.1. Not all SOF pilots choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructors in the FTUs and SUPT. However, those who have only flown during their career and elect to continue to fly at this point, rather than gaining staff experience, are decreasing their chance to fly in leadership positions later in their career. Air Force and SOF leaders require a breadth of knowledge beyond weapon systems pilot skills.

1.10.4. Rated field grade officers can compete for leadership positions through the HQ AFSOC COMMANDO EAGLE board process. The COMMANDO EAGLE board screens and selects the most qualified candidates to command AFSOC squadrons and identifies SOF experienced personnel with demonstrated command potential to other MAJCOMs. Since there are more candidates than anticipated vacancies, not all candidates will be selected as squadron commanders. The COMMANDO EAGLE list is also used as a source of high quality SOF oriented personnel to fill key leadership positions throughout the Air Force and joint arenas. Rated officer candidates for squadron director of operations and wing or group chief of safety billets do not necessarily have to be on the COMMANDO EAGLE list; however, the majority of selectees are from the list.

1.10.4.1. Eligibility criteria for COMMANDO EAGLE: Only rated lieutenant colonel selects or lieutenant colonels with date of rank eligibility are considered for operational command. In addition to lieutenant colonels, majors and major selects, with the appropriate support AFSC and who have met their 1st flying gate, may be considered for support squadron commands. Key command jobs exist in support groups or in non-rated specialties. Wing commanders (or their equivalent) nominate rated officers within AFSOC. Rated officers outside AFSOC are boarded based on previous AFSOC flying experience or nominated by their current command.

1.10.4.2. Officers who are not on the COMMANDO EAGLE list can continue to compete for promotion and leadership positions through higher level key staff assignments in joint, Air Force, or MAJCOM level billets.

1.10.4.3. After a successful leadership test as a commander, a senior lieutenant colonel or junior colonel can expect more staff seasoning in a senior staff position, in either joint or Air Staff prior to selection for operations group or an equivalent commander position.

1.10.4.4. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend Senior Service School after a challenging staff or leadership position.

1.10.5. This narrative does not suggest that all SOF-rated officers should strive for senior leadership positions or that there is one ideal path to that level. Historically, however, the paths to senior leadership for most officers require a strong operational background enhanced by a staff tour in operations-related positions, followed by a return to fly in squadron leadership positions, prior to promotion consideration to colonel and further staff and leadership opportunities.

1.10.5.1. Whatever your goals are, remember this...the best job for your career is the one you are in today. Your performance indicates potential, which is rewarded with increased responsibilities.

## Section B--Navigator

**1.11. Introduction to Navigator Career Paths.** This career path will help you plan and achieve your Air Force career goals as a navigator. There are no definitive, concrete steps or squares that need to be attained to reach rank or position. However, there are certain jobs or experiences that will assist you in meeting your goals. This section will discuss topics applicable to all navigators: airlift navigator; bomber navigator/EWO/OSO/DSO; fighter WSO/EWO; tanker/airlift/EWO; tanker navigator; test navigator; and special operations navigator/EWO.

1.11.1. The first step in any career plan is to define your goals. Many officers have not set concrete goals; however, goals are the key to success. Consider the following questions:

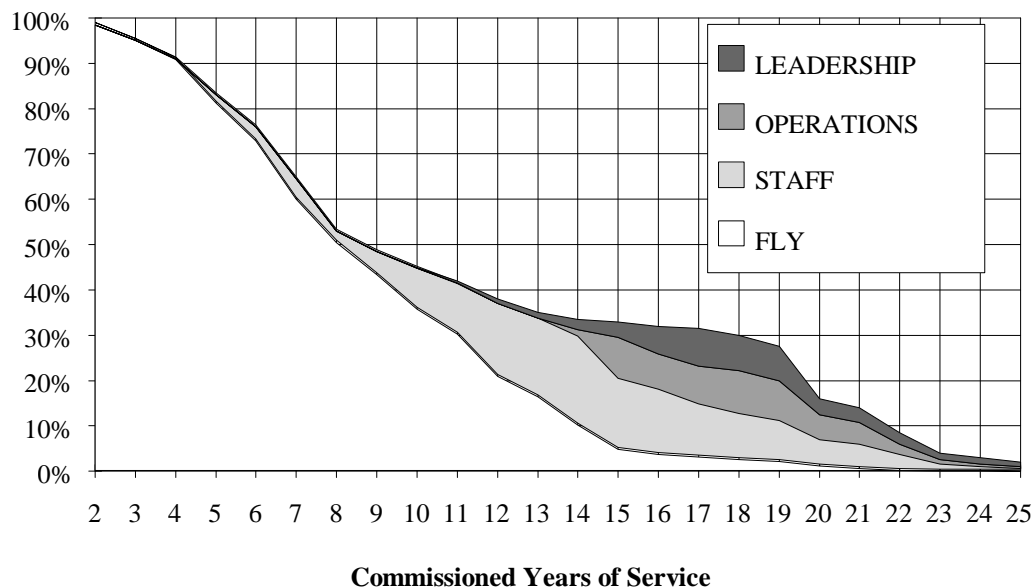
"What do I want to do?"

Individual goals: Professional, personal, family.

"Do I want to be a ...": wing commander? operations group commander? squadron commander? senior staff officer? fly only for my entire career? acquisitions specialist?

1.11.2. Regardless of how you answer those questions, goals are an essential element to achieving a successful career. You are the only one who knows your goals. AFMPC will not code them in the computer. You can keep them to yourself or discuss them with your commander during career counseling. It's your choice. The remainder of this narrative should help you clarify your goals, provide items for discussion, and plan your future.

1.11.3. The key to success as an Air Force aviator, no matter what track you take, is solid performance. Remember: No matter where you are or what you're assigned to do, "Bloom where you are planted" (i.e. work your current job--not the next one). As a navigator there are four major categories or tracks that you can follow. These tracks are not defined in concrete. Movement between the paths is possible. In fact, for the first 10 years of your career all the paths are the same--establishing credibility as a navigator. Therefore, it is not necessary to choose what path you want to take right out of SUNT. As your seniority increases, your flexibility to change paths decreases. As an example, if you decide as a 14- or 15-year major pursuing a fly only career that you want to switch to the operations track, you may be too late. You probably have not seasoned yourself with the right experience to compete for a leadership position in an operational squadron. Figure 1.23 depicts a snapshot of the current population.



**Figure 1.23. Navigator Career Tracks (Normalized).**

1.11.3.1. In the fly only track, you can expect to be assigned to RPI 2 (squadron navigator), 3 (wing staff, non-flying), or 6 (flying wing staff) positions. Although this track keeps you closer to a cockpit for your career, it does not guarantee you will spend every assignment in your operational weapons system. You may spend a few years on the wing staff or you might be asked to use your expertise to instruct in a schoolhouse, either in Specialized Undergraduate Navigator Training (SUNT) or a Combat Crew Training Squadron (CCTS) or Follow-on Training Unit (FTU). If you choose this path, you do

not broaden yourself and your promotion opportunities will be limited. Most officers in this track, who perform well, will make major and some may be promoted to lieutenant colonel.

1.11.3.2. In the staff track, an officer will get a solid operational background as a junior officer, then branch out to a staff specialty. Examples include operational or joint staff, air attaché, acquisition, academic instructor, and many more. These officers do not normally return to the cockpit in an operational leadership position as a field grade navigator. They will earn their promotions to lieutenant colonel, colonel, or transition to the leadership track from their expertise in senior level staff positions. Some typical jobs colonels hold in this track are division chief on a MAJCOM staff or at the Pentagon, ROTC detachment commander, air attaché, acquisition program manager, or support group commander.

1.11.3.3. The operations track is characterized by those who have solid flying and staff experience, then return to the cockpit as a field grade officer in a squadron leadership position. A fair percentage of these officers will be promoted to colonel. Colonels in this track may hold jobs similar to those in the staff track; a few will hold flying positions like operations group commander or vice wing commander.

1.11.3.4. The leadership track produces our senior leaders. It includes officers from the staff or operations track who have at least one BPZ promotion or attended PME (ISS or SSS) in residence. In this track, a person will have a solid flying background and a mixture of high-level staff jobs (MAJCOM, HAF, or joint). This elite group of officers will face leadership challenges culminating in operations group commander or an equivalent position prior to consideration for general.

1.11.4. The key to success along the staff or operations or leadership career tracks is to develop a solid foundation based on three legs of experience.

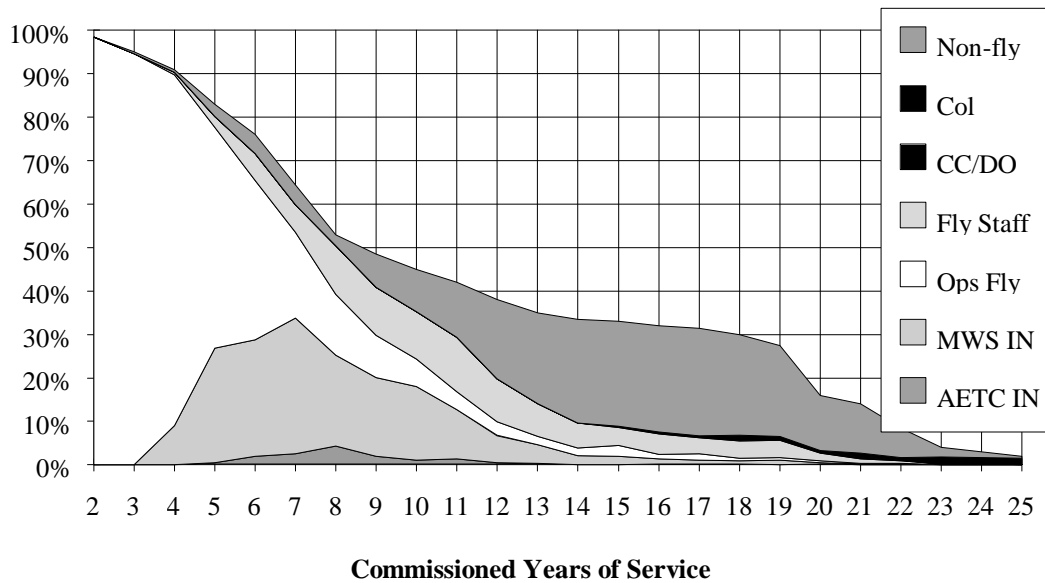
1.11.4.1. Building technical expertise occurs early in your flying career whether you desire to "fly only" or be a leader. In this area, you show technical expertise with timely upgrades to instructor and/or evaluator and establishing a broad base of operational expertise. Without a solid foundation of technical knowledge, you cannot build the remaining legs of experience.

1.11.4.2. The level of staff is important; NAF, MAJCOM, HAF, joint. Joint combat operations are the key to success in battle and demand the best officers to provide the Air Force expertise in the joint arena. The increased job responsibility is also a key in developing areas of expertise to enhance your decision-making and leadership skills.

1.11.4.3. Opportunity to lead starts as early in your career as instructor and continues with flight commander and above. Remember: Air Force promotions are based on future potential. Success in a tough leadership challenge, like squadron commander, demonstrates an attribute desired for future Air Force leadership.

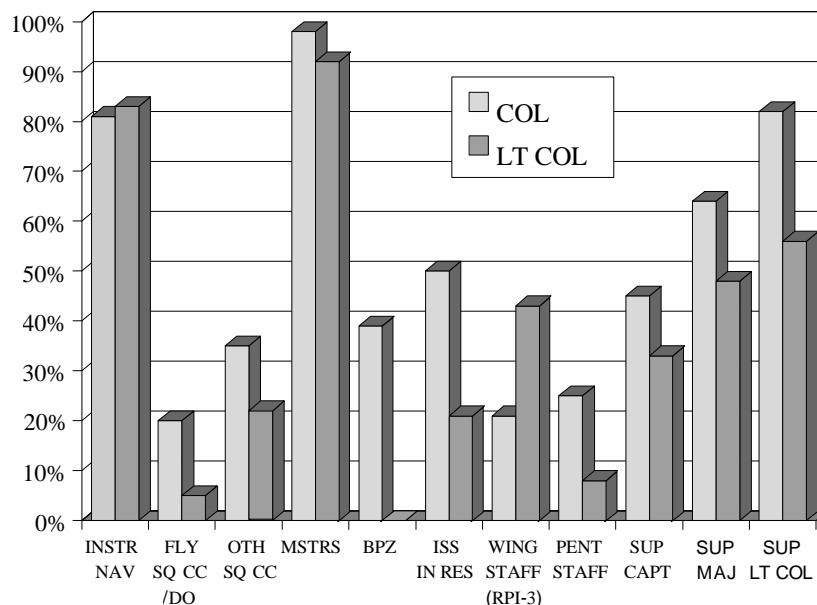
1.11.5. The matrix figure in your specific MWS section will show you the types of jobs and experiences that are mandatory, essential, desired, or optional for success at various levels of the Air Force. You may choose the level or positions you desire. Failure to build the foundation at the appropriate time may, in effect, close doors for advancement later in your career. At first glance, this figure appears to promote careerism and "square-filling." On the contrary, it is intended to illustrate the need for a broad foundation of expertise as you increase in rank and responsibility. Commanding a flying squadron requires more than being the best aviator; leadership requires an extensive knowledge of how the Air Force operates internally and with other services and allied nations. This is the intent of the figure: to exhibit the foundation of experience required for position and rank.

1.11.6. Figure 1.24 depicts the type of job opportunities available at different times in your career. As an example, if you are a captain with 6 years of service, about 75 percent of your year group that graduated from SUNT is still in the active force. Of that group, the largest percentage are in operational cockpits (about 55 percent of the remaining population). Approximately 40 percent are instructors either in AETC or in their MWS. A small percentage of your peers are either in flying staff jobs (RPI 6 or RPI 8) or have left the cockpit for non-flying staff positions. The operational balance shifts heavily to staff opportunities for majors and lieutenant colonels.



**Figure 1.24. FY 93 Navigator Assignment Distribution (Normalized).**

1.11.7. Figure 1.25 shows the type of jobs or experiences that current colonels have had compared to their peers that were not promoted to that level. This figure represents historical data. Early performance is an excellent indicator of future potential as evidenced by the BPZ promotion and in-residence PME rates. These comparisons support the adage that the most important job to your professional development is the one you hold today.

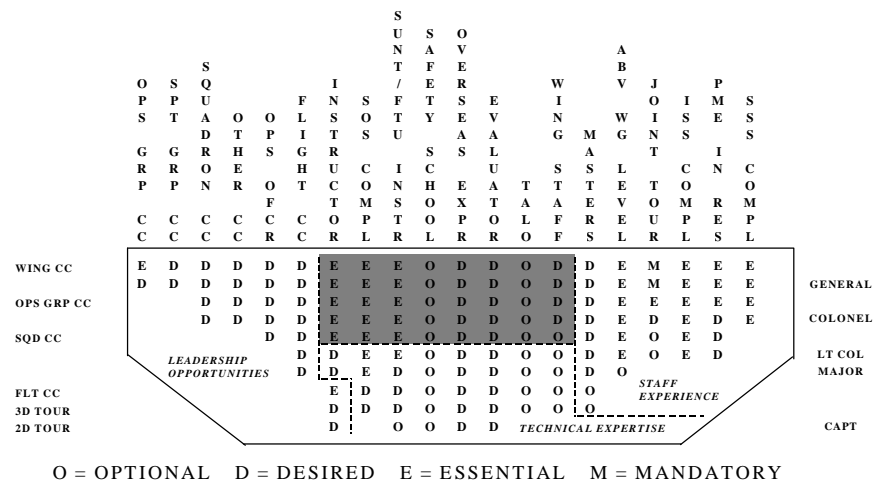


**Figure 1.25. Colonel Year Group Experience Comparison.**

1.11.7.1. This figure supports the "three-legged-stool theory" of professional development. Most navigators that were promoted to lieutenant colonel or higher were instructors at some point in their careers. This challenge has always been an early indicator of flying expertise and the ability to lead and manage in a demanding environment. The honing of aviation skills, management of training and role modeling that makes up instructor duty at every level have been and will continue to be important toward instilling the right operational skills, attitudes and perspectives in following generations of navigators, and are viewed by senior commanders as discriminators in selecting individuals for squadron commander and higher.







**Figure 1.27. Airlift Navigator Career Path Experience Matrix.**

1.12.2. When assigned to the MWS, navigators can expect to spend about 3 years gaining technical experience before upgrade to instructor. In some operational units there are limited opportunities to upgrade to instructor. As instructor upgrade is an important step in any career path, navigators who do not have an opportunity to upgrade to instructor at their current unit should consider PCSing to another location to upgrade.

1.12.2.1. The largest requirement for instructors in the Airlift MWS exists at the FTUs at Little Rock AFB and Altus AFB. Command leadership has stated in writing that they want their future leaders to gain the instructional experience important in a leader by serving in an FTU. Indeed, the assignments garnered out of Little Rock show that the FTU is a good stepping stone to further career progress.

1.12.2.2. Another place to gain valuable instructor experience is in AETC's SUNT at Randolph AFB. There are requirements for airlift navigators in the core and advanced phases of SUNT. This experience will allow you to further develop your flying and supervisory skills, and your broadened background will make you more competitive later for command billets in either AETC or another operational command.

1.12.2.3. Few assignments deliver the challenges and rewards of an instructor tour. This experience provides the opportunity to hone your leadership skills early in your career, and to create a significant impact on future generations of Air Force navigators as a role model, instructor, and leader.

1.12.2.4. There are some jobs shown on the pyramid figure which, in effect, shift you out of a normal airlift career path. The first of these is Test Pilot School (TPS). If you attend TPS, you will progress up the test ladder. It may be possible to return to operations, but this is the exception to the norm. Another specialized career path fork is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisition.

1.12.2.5. Air Force Special Operations Command (AFSOC) offers navigators with a strong record the chance to crossflow into the demanding world of special operations. Special operations navigators perform challenging missions and become eligible for staff and leadership positions requiring special operations experience (see paragraph 1.18).

1.12.2.6. In the experience matrix, there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this figure are either/or items. As an example, a navigator may go to AETC to gain instructor and maybe evaluator experience. That aviator may not have enough time to pursue special operations training or even instructor status in their MWS. Either of these paths will show a future boss that you have built technical expertise and are ready for increased responsibility as an aviator.

1.12.2.7. There are limited staff positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (normally includes some instructor flying), recruiting squadron operations officer, SOS instructor, or ROTC Assistant Professor of Aerospace Studies (APAS). Navigators who go to non-flying positions short of their 1st gate must return to flying within 3 years to meet that gate.

1.12.3. The majority of airlift navigators will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for airlift expertise in rated positions at HAF, MAJCOM, NAF, and joint units. Non-rated job opportunities are also available for the officer with the right background and education.

1.12.3.1. Not all airlift navigators choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructors in the FTU and in SUNT. However, those who have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are decreasing their chance to fly in leadership positions later in their career. Technical expertise peaks at the major/lieutenant colonel level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

1.12.3.2. Those navigators who choose to return to fly as field grade officers will compete for squadron operations officer and commander leadership positions. Those officers who do not choose to return to fly can continue to compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, HAF, or joint level billets. They are also competitive for non-rated duties such as ROTC detachment commander and deputy support group commander positions.

1.12.3.3. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position. After SSS, most officers should gain more staff experience in either the HAF or joint staff. A few navigators will be selected for operations group commander or equivalent level commander billets required to be competitive for general officer promotion.

1.12.4. This narrative does not suggest that all navigators should strive for senior leadership positions or that there is one ideal path to that level. Historically, however, the paths to senior leadership include a strong operational background enhanced by a senior staff tour and a squadron leadership position prior to promotion to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor that you control in your professional development.

**1.13. Bomber Navigator/Electronic Warfare Officer/Offensive Systems Officer/Defensive Systems Officer/Defensive Systems Officer Radar Navigator Career Path.** Navigators whose primary major weapons system (MWS) is the B-1B or B-52 are members of the bomber resource. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. You may not aspire to be a general officer or wing commander. Many of today's senior leaders will tell you they had similar feelings as junior officers. They did their best in each and every job they had and jumped at opportunities offered to them along the way. Today, each officer should evaluate when to move for professional development reasons and commanders have the responsibility to guide and counsel officers on their careers.

1.13.1. This career path should help you with those decisions. Figure 1.28 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.29 is based on the "three-legged-stool theory" of professional development, and it shows the types of jobs and experience that are mandatory, essential, desired or optional for success at various levels in the Air Force.

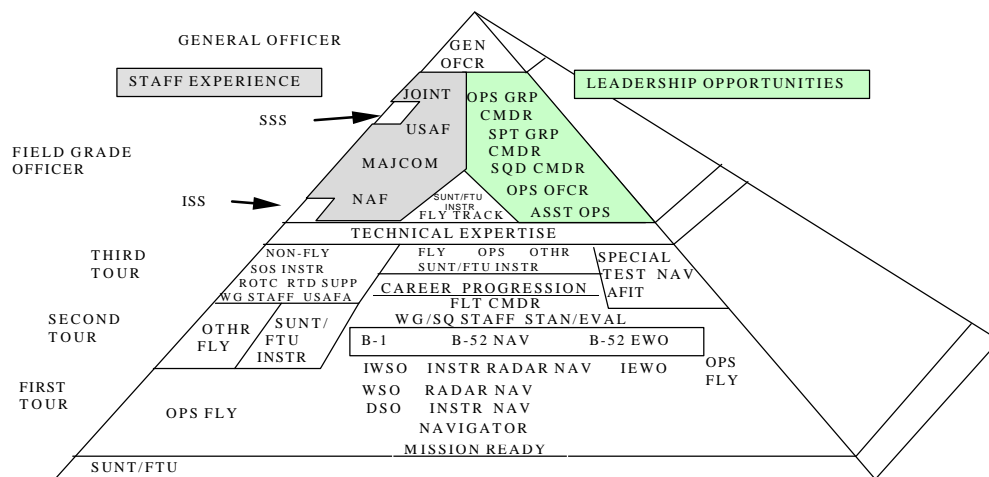
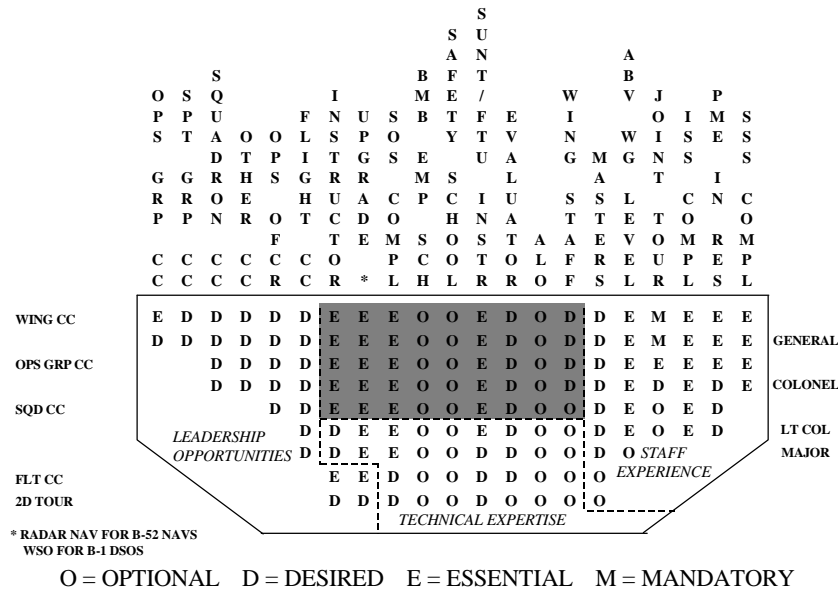


Figure 1.28. Bomber Navigator/EWO Career Path Pyramid.



**Figure 1.29. Bomber Navigator/EWO Career Path Experience Matrix.**

1.13.2. When assigned to the MWS, a navigator will gain technical experience as a B-52 navigator or EWO or B-1 OSO or DSO. A B-52 navigator usually remains in the navigator crew position for about 3 years prior to radar navigator upgrade. A bomber navigator or EWO's next step is normally upgrade to instructor. A navigator who does not have an opportunity to upgrade to instructor in his or her current unit should consider PCSing to another location to upgrade.

1.13.2.1. In the B-1B and B-52, the largest requirement for instructors is at the FTU. Current instructors with at least 1 year experience are the first considered for this duty. Navigators assigned to the FTU should expect to serve a 4-year tour, to include possible movement into a bomber requirement in the wing. Another primary user of instructors is the Strategic Warfare School (SWS) at Ellsworth AFB. Selection to either the FTU or SWS are indicators of training and operational expertise.

1.13.2.2. Another place to gain valuable instructor experience is in AETC's SUNT at Randolph AFB. There are requirements for bomber navigators and EWOs in the core and advanced phases of SUNT. This experience will allow you to further develop your flying and supervisory skills, and your broadened background will make you more competitive later for command billets in either AETC or ACC.

1.13.2.3. Few assignments deliver the challenges and rewards of an instructor tour. This experience provides the opportunity to hone your leadership skills early in your career, and to create a significant impact on future generations of Air Force navigators as a role model, instructor, and leader.

1.13.2.4. There are some jobs shown on the pyramid figure which, in effect, shift you out of a normal bomber career path. The first of these is Test Pilot School (TPS). If you attend TPS, you will progress up the test ladder. It may be possible to return to operations, but this is the exception to the norm. Another specialized career path fork is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisition.

1.13.2.5. In the experience matrix there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this figure are either/or items. As an example, a navigator may go to AETC to gain instructor and maybe evaluator experience. That officer may not have enough time to also pursue instructor status in the MWS. Either of these paths shows future bosses that you have built technical expertise and are ready for increased responsibility as an aviator.

1.13.2.6. There are limited staff positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (normally includes some instructor flying), recruiting squadron operations officer, SOS instructor or ROTC Assistant Professor of Aerospace Studies (APAS). Navigators who go to non-flying positions short of their 1st gate must return to flying within three years to meet that gate.

1.13.3. The majority of bomber navigators or EWOs will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for bomber expertise in rated positions at HAF, MAJCOM, NAF, joint units. Non-rated job opportunities are also available for the officer with the right background and education.

1.13.3.1. Not all bomber navigators or EWOs choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructors in the FTU and in AETC. However, those that have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are decreasing their chance to fly in leadership positions later in their career. Technical expertise peaks at the major or lieutenant colonel level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

1.13.4. After completion of a staff tour, some field graders return to cockpits. Those that return to fly will be placed in field grade positions in a squadron or wing staff after their requalification. Ultimately, these officers will compete for squadron operations officer and commander leadership positions.

1.13.4.1. Those officers that do not return to fly can continue to compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, HAF, or joint level billets. They are also competitive for non-rated duties such as ROTC detachment commander and deputy support group commander positions.

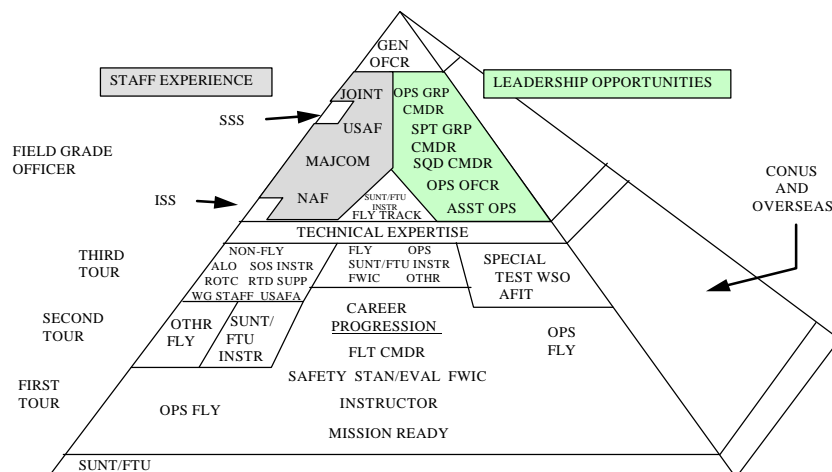
1.13.4.2. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position.

1.13.4.3. After SSS, most officers should gain more staff experience in either the HAF or joint staff. A few navigators will be selected for operations group commander or equivalent commander billets required to be competitive for general officer promotion.

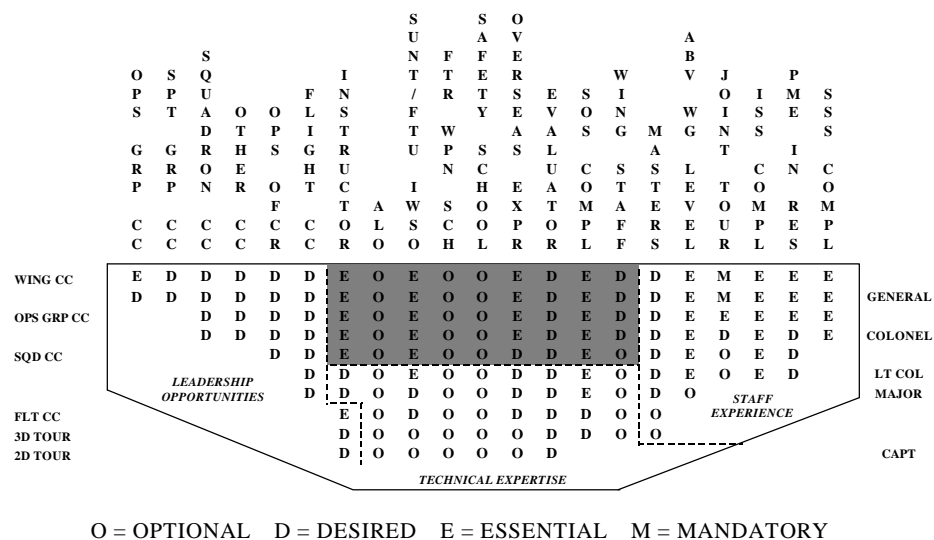
1.13.5. This narrative does not suggest that all navigators should strive for senior leadership positions or that there is one ideal path to that level. Historically, however, the paths to senior leadership include a strong operational background enhanced by a senior staff tour and a squadron leadership position prior to promotion to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor that you control in your professional development.

**1.14. Fighter Weapons Systems Officer/Electronic Warfare Officer Career Path.** Air superiority, interdiction, close air support, suppression, strike, reconnaissance, and electronic warfare--to most of us, professional development means spending as much time as possible during our career strapping on the jet to get better at doing one or more of these missions. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. Many of today's senior leaders will tell you they had similar feelings as young officers. They did their best in each and every job they had and jumped at opportunities offered to them along the way. Today, each officer should evaluate when to move for professional development reasons and commanders have the responsibility to guide and counsel officers on their careers.

1.14.1. This career path should help you with those decisions. Figure 1.30 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.31 is based on the "three-legged-stool theory" of professional development, and it shows the types of jobs and experience that are mandatory, essential, desired or optional for success at various levels in the Air Force.



**Figure 1.30. Fighter WSO/EWO Career Path Pyramid.**



**Figure 1.31. Fighter WSO/EWO Career Path Experience Matrix.**

1.14.2. When assigned to the MWS, WSO or EWOs can expect to spend at least 2 years gaining technical experience before upgrade to instructor. Further upgrade to flight examiner or fighter weapons instructor is an important indication of the expertise and leadership that is required for further supervisory positions. Upgrade may not be available in your current location or unit and a Permanent Change of Station (PCS) or Permanent Change of Assignment (PCA) may be necessary. You may choose to serve an instructor tour in an operational unit or in AETC, either in SUNT or at the FTU in your MWS. An AETC Instructor Weapon Systems Officer (IWSO) tour will allow you to further develop your flying and supervisory skills, and your broadened background will make you more competitive later for command billets in either AETC or another operational command.

1.14.2.1. Few assignments deliver the challenges and rewards of an instructor WSO/EWO tour. This experience provides the opportunity to hone your leadership skills, early in your career, and to create a significant impact on future generations of Air Force navigators as a role model, instructor, and leader.

1.14.2.2. There are some jobs shown on the pyramid figure which, in effect, shift you out of a normal fighter career path. The first of these is Test Pilot School (TPS). If you attend TPS, you will progress up the test navigator ladder. It may be possible to return to operations, but this is the exception to the norm. Another specialized career path fork is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisition.

1.14.2.3. In the experience matrix there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this chart are either/or items. As an example, a WSO or EWO may go to SUNT to gain instructor and maybe evaluator experience. That aviator may not have enough time to pursue fighter weapons school or even instructor status in a MWS. Either of these paths will show a future boss that you have built technical expertise and are ready for increased responsibility as an aviator.

1.14.2.4. There are limited positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (normally includes some instructor flying), recruiting squadron operations officer, SOS instructor, or ROTC Assistant Professor of Aerospace Studies (APAS). While not technically staff positions, these jobs build a strong foundation and serve as key role models for the next generation of Air Force officers. WSO/EWOs who go to a non-flying position short of their 1st gate must return to flying within 3 years to meet that gate.

1.14.3. The majority of fighter WSO or EWOs will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for fighter expertise in rated positions at HAF, MAJCOM, NAF, and joint units. Non-rated job opportunities are also available for the officer with the right background and education.

1.14.3.1. Not all fighter WSO or EWOs choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructors in FTUs and in SUNT. However, those

who have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are decreasing their chance to fly in leadership positions later in their career. Technical expertise peaks at the major/lieutenant colonel level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

1.14.4. After completion of a staff tour, field grade fighter WSO or EWOs can compete for return to a cockpit through the RTFB process. About 1 year prior to normal rotation, an officer will be looked at with other field graders by a board of general officers. Those selected to return to fly will be placed in field grade positions in a squadron or wing staff after their requalification. Ultimately, these officers will compete for squadron operations officer and commander leadership positions.

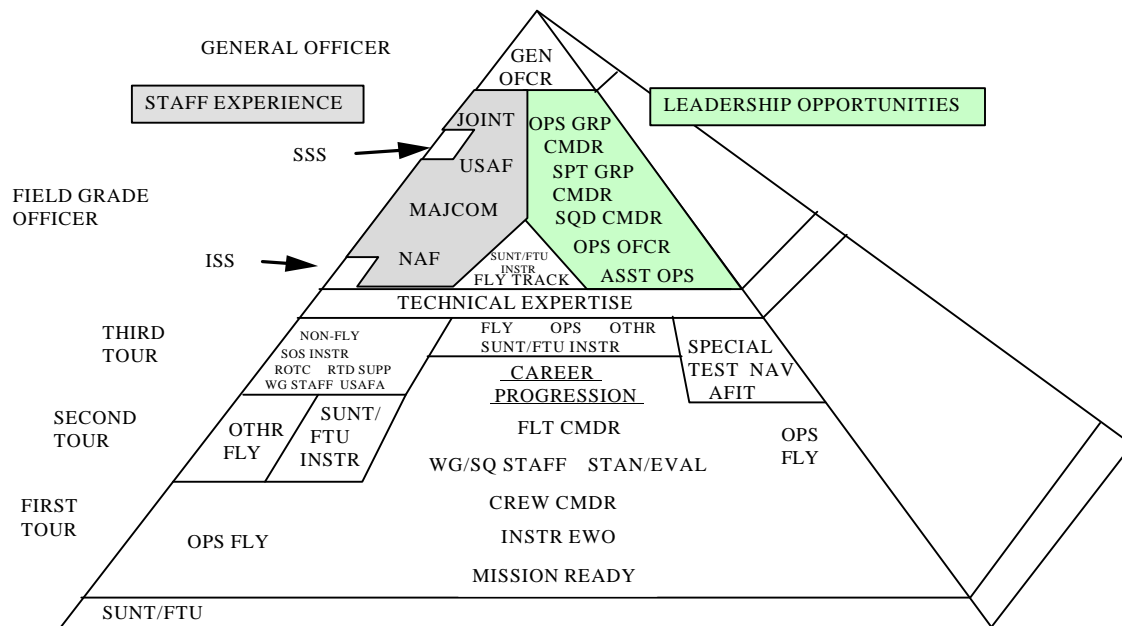
1.14.4.1. Officers not selected to return to fly can continue to compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, Air Force, or joint level billets. They are also competitive for non-rated duties such as ROTC detachment commander and some deputy support group commander positions.

1.14.4.2. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position. After SSS, most officers should gain more staff experience in either the Air Staff or joint staff. A few WSO or EWOs will be selected for operations group commander or equivalent commander billets required to be competitive for general officer promotion.

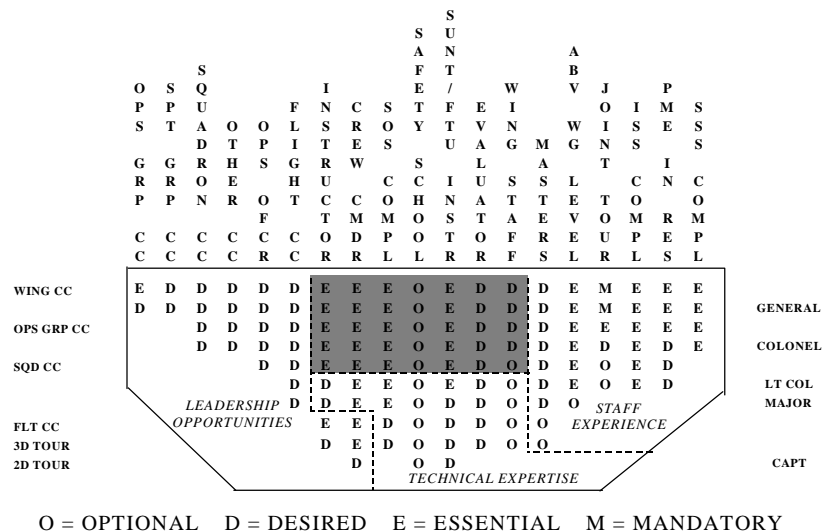
1.14.5. This narrative does not suggest that all fighter WSOs should strive for senior leadership positions or that there is one ideal path to that level. Historically, however, the paths to senior leadership include a strong operational background enhanced by a senior staff tour and a squadron leadership position prior to promotion to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor that you control in your professional development.

**1.15. Tanker/Airlift Electronic Warfare Officer Career Path.** EWOs whose primary major weapons system (MWS) is the RC-135 or any version of the C-130 have similar career progression paths. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. Many of today's senior leaders will tell you they had similar feelings as young officers. They did their best in each and every job they had and jumped at opportunities offered to them along the way. Today, each officer should evaluate when to move for professional development reasons and commanders have the responsibility to guide and counsel officers on their careers.

1.15.1. This career path should help you with those decisions. Figure 1.32 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.33 is based on the "three-legged-stool theory" of professional development. This figure shows the types of jobs and experience that are mandatory, essential, desired, or optional for success at various levels in the Air Force.



**Figure 1.32. Tanker/Airlift EWO Career Path Pyramid.**



**Figure 1.33. Tanker/Airlift EWO Career Path Experience Matrix.**

1.15.2. When assigned to a MWS, officers out of Electronic Warfare Training (EWT) can expect to spend about 3 years gaining technical experience learning their weapons systems and mission before upgrade to instructor. In some operational units, there are limited opportunities to upgrade to instructor. As instructor upgrade is an important step in any career path, an EWO who does not have an opportunity to upgrade to instructor in his or her current unit should consider PCSing to another location to upgrade.

1.15.2.1. Another place to gain valuable instructor experience is in AETC's SUNT at Randolph AFB. There are requirements for EWOs in the core and EWT phases of SUNT. Few assignments deliver the challenges and rewards of an instructor EWO tour. In either the FTU or SUNT, you will be provided the opportunity to hone your leadership skills early

in your career, and to create a significant impact on future generations of Air Force navigators as a role model, instructor, and leader.

1.15.2.2. A specialized career path fork available to EWOs is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisition.

1.15.2.3. In the experience matrix there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this chart are either/or items. As an example, an EWO may go to SUNT to gain instructor and maybe evaluator experience. That same officer may not have enough time to pursue instructor status in the MWS. Either of these paths shows future bosses that you have built technical expertise and are ready for increased responsibility as an aviator.

1.15.2.4. There are limited staff positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (normally includes some instructor flying), recruiting squadron operations officer, SOS instructor, or ROTC Assistant Professor of Aerospace Studies (APAS). Navigators who go to non-flying positions short of the 1st gate must return to flying within 3 years to meet that gate.

1.15.3. Most EWOs will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. Many Air Force and joint organizations require EWO expertise. Therefore, EWO specific positions are available at HAF, MAJCOMs, NAF, the Joint Electronic Warfare Center (JEWEC), and other national agencies. Non-rated job opportunities are also available for the officer with the right background and education.

1.15.3.1. Not all EWOs choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructors in the FTU and in SUNT. However, those who have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are decreasing their chance to fly in leadership positions later in their careers. Technical expertise peaks at the major/lieutenant colonel level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

1.15.4. Those EWOs who choose to return to fly as field grade officers will compete for squadron operations officer and commander leadership positions. Those officers that do not return to fly as field grade EWOs can continue to compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, Air Force, or joint level billets. They are also competitive for non-rated duties such as ROTC detachment commander and deputy support group commander positions.

1.15.4.1. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position. After SSS, most officers should gain more staff experience in either the Air Staff or joint staff. A few EWOs will be selected for operations group commander or equivalent level commander billets required to be competitive for general officer promotion.

1.15.4.2. This narrative does not suggest that all EWOs should strive for senior leadership positions or that there is one ideal path to that level. Historically, however, the paths to senior leadership include a strong operational background enhanced by a senior staff tour and a squadron leadership position prior to promotion to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor that you control in your professional development.

**1.16. Tanker Navigator Career Path.** Navigators whose primary major weapons system (MWS) is the EC/RC/KC-135, E-3A, or E-4 are members of the tanker MWS. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. Many of today's senior leaders will tell you they had similar feelings as young officers. They did their best in each and every job they had and jumped at opportunities offered to them along the way. Today, each officer should evaluate when to move for professional development reasons and commanders have the responsibility to guide and counsel officers on their careers.

1.16.1. This career path should help you with those decisions. Figure 1.34 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.35 is based on the "three-legged-stool theory" of professional development, and it shows the types of jobs and experience that are mandatory, essential, desired, or optional for success at various levels in the Air Force.



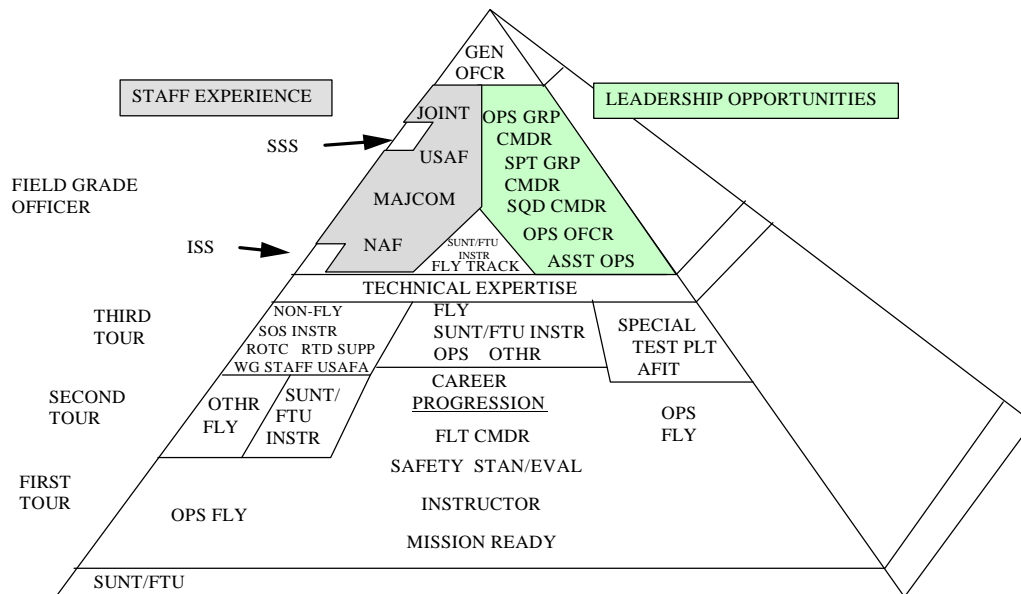


Figure 1.34. Tanker Navigator Career Path Pyramid.

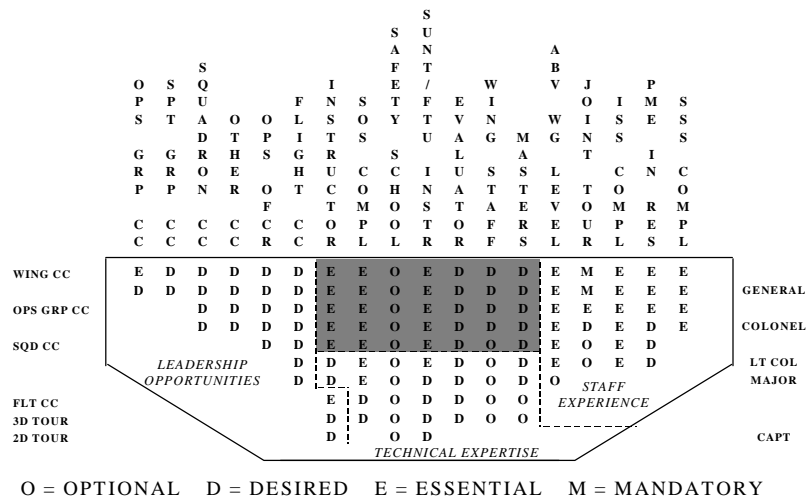


Figure 1.35. Tanker Navigator Career Path Experience Matrix.

1.16.2. When assigned to a MWS, officers out of SUNT can expect to spend about 3 years learning their weapons systems and mission before upgrading to instructor. In some operational units, there are limited opportunities to upgrade to instructor. As instructor upgrade is an important step in any career path, a navigator who does not have an opportunity to upgrade to instructor in his or her current unit should consider PCSing to another location to upgrade.

1.16.2.1. The largest requirement for instructors is the FTU. Command leadership has stated in writing that they want their future leaders to gain the instructional experience important in a leader by serving in an FTU.

1.16.2.2. Another place to gain valuable instructor experience is in AETC's SUNT at Randolph AFB. There are requirements for tanker navigators in the core and advanced phases of SUNT. This experience will allow you to further develop your flying and supervisory skills, and your broadened background will make you more competitive later for command billets in AETC or another operational command.

1.16.2.3. Few assignments deliver the challenges and rewards of an instructor tour. This experience provides the opportunity to hone your leadership skills, early in your career, and to create a significant impact on future generations of Air Force navigators as a role model, instructor, and leader.

1.16.2.4. There are some jobs shown on the pyramid figure which, in effect, shift you out of a normal tanker career path. The first of these is Test Pilot School (TPS). If you attend TPS, you will progress up the test ladder. It may be possible to return to operations, but this is the exception to the norm. Another specialized career path fork is AFIT. If you earn your master's degree through AFIT, you will serve a directed duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisition.

1.16.2.5. In the experience matrix there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more doors will remain open for you later in your career. Many of the items in this figure are either/or items. As an example, an aviator may go to SUNT to gain instructor and maybe evaluator experience. That same officer may not have enough time to pursue instructor status in the MWS. Either of these paths shows a future boss that you have built technical expertise and are ready for increased responsibility as an aviator.

1.16.2.6. There are limited staff positions that a mid- to senior-level captain can choose for a broadening tour. These include USAFA instructor (normally includes some instructor flying), recruiting squadron operations officer, SOS instructor, or ROTC Assistant Professor of Aerospace Studies (APAS). Navigators who go to non-flying positions short of the 1st gate must return to flying within 3 years to meet that gate.

1.16.3. The majority of tanker navigators will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is continuing need for tanker expertise in rated positions at HAF, MAJCOMs, NAF, and joint units. Non-rated job opportunities are also available for the officer with the right background and education.

1.16.3.1. Not all tanker navigators choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructors in the FTU and in SUNT. However, those who have only flown during their career and elect to continue to fly at this point rather than gaining staff experience are decreasing their chance to fly in leadership positions later in their careers. Technical expertise peaks at the major or lieutenant colonel level. Further advancement assumes this technical expertise as the emphasis shifts to staff and leadership experience.

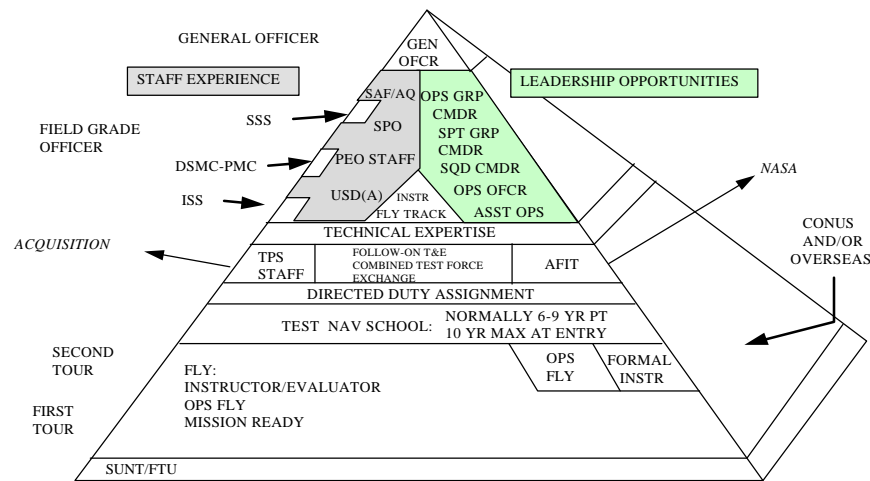
1.16.4. Those tanker navigators who choose to return to fly as field grade officers will compete for squadron operations officer and commander leadership positions. Those officers that do not return to fly as field grade navigators can continue to compete for promotion and leadership positions through higher level key staff assignments in MAJCOM, Air Force, or joint level billets. They are also competitive for non-rated duties such as ROTC detachment commander and deputy support group commander positions.

1.16.4.1. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend SSS after a challenging staff or leadership position. After SSS, most officers should gain more staff experience in either the Air Staff or joint staff. A few navigators will be selected for operations group commander or equivalent level commander billets required to be competitive for general officer promotion.

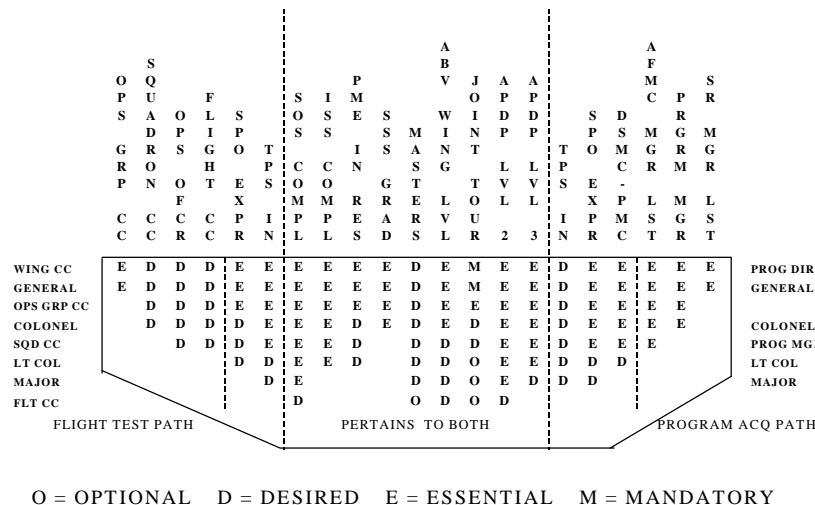
1.16.4.2. This narrative does not suggest that all navigators should strive for senior leadership positions or that there is one ideal path to that level. Historically, however, the paths to senior leadership include a strong operational background enhanced by a senior staff tour and a squadron leadership position prior to promotion to colonel and further staff and leadership opportunities. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor that you control in your professional development.

**1.17. Test Navigator Career Path.** Entry to the test navigator career field is by completion of the USAF Test Pilot School (TPS) or comparable course offered by another military test pilot school. Navigators who complete TPS should plan to spend the remainder of their career in test and acquisition positions. Return to an operational job is the exception to the norm. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs will require. Each officer should evaluate when to move for professional development reasons and commanders have the responsibility to guide and counsel officers on their careers.

1.17.1. This career path should help you with those decisions. Figure 1.36 is a pyramid which shows the type of opportunities available at different times in your career. Figure 1.37 is based on the "three-legged-stool theory" of professional development, and it shows the types of jobs and experience that are mandatory, essential, desired, or optional for success at various levels in the Air Force.



**Figure 1.36. Test Navigator Career Path Pyramid.**



**Figure 1.37. Test Navigator Career Path Experience Matrix.**

1.17.1.1. Officers that graduate from TPS will be given a Directed Duty Assignment (DDA) to fill flight test vacancies or other positions that use the training received during TPS. The majority of these positions are at Edwards AFB.

1.17.1.2. Upon completion of their DDA, officers need to manage their careers very carefully. An understanding of the Acquisition Professional Development Program (APDP) is needed in order to make intelligent test pilot career decisions. Under "The Defense Acquisition Workforce Improvement Act (DAWIA)" legislation and a DoD directive, the Air Force implemented APDP to increase the level of professionalism in the acquisition process. APDP has established minimum education, training, and experience requirements for certification as an acquisition professional in different levels within various functional areas. Certification to the appropriate level of APDP is necessary to be considered for all acquisition coded test and management positions.

1.17.1.3. Following the DDA, the choice of follow-on assignments could determine the opportunities for advancement past the lieutenant colonel level. Listed below are some of the post-DDA assignments:

- Test navigator flight testing new or modified systems. Counts as APDP test and evaluation (T&E) experience.
- System Program Office (SPO) Test Manager staffing the acquisition of new or modified systems (62EX or 63AX AFSC). Could count as APDP Acquisition Program Management or T&E experience depending on the position.

- HQ AFMC staff position (62EX or 63AX AFSC). Could count as APDP Acquisition Program Management or T&E experience depending on the position.
- Air Staff or SAF/AQ position (62EX or 63AX AFSC). Could count as APDP Acquisition Program Management or T&E experience depending on the position.
- TPS instructor or staff. Counts as APDP T&E experience.
- Mission Specialist Astronaut in NASA program. This requires selection via a board (see AFI 36-2205 *Applying for Flying, Space and Missile and Astronaut Training Programs* (formerly AFR 51-6)). Most officers would remain with NASA for the remainder of their careers.

1.17.1.4. There are two basic test navigator acquisition career paths: Flight test and program management. Figure 1.37 shows the types of experience, qualifications, and education optional, desired, essential, or mandatory to achieve different levels in either path. There are some items that are applicable for either path. As an example, it is recommended for a test navigator to obtain either a technical or management master's degree. Additionally, PME should be completed at the appropriate time.

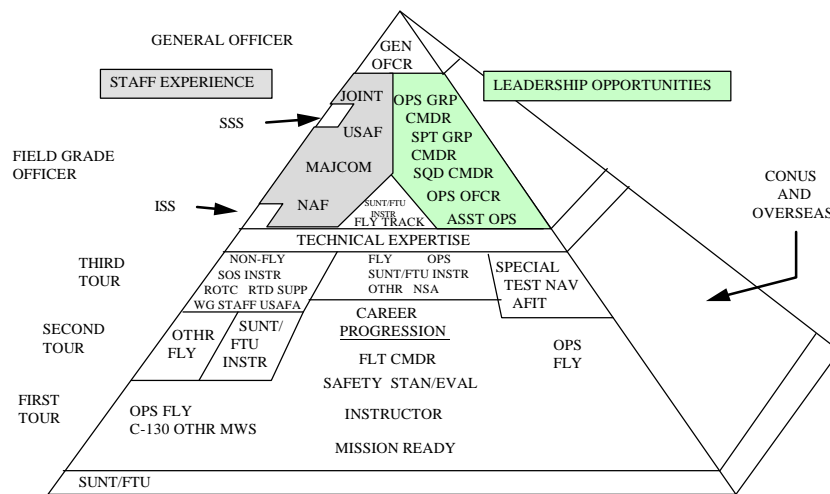
1.17.2. Officers who have broadened their flight test experience with a program management tour at either the Air Staff, a system program office (SPO), or a HQ tour are competitive for leadership positions. These senior majors or junior lieutenant colonels will compete for squadron operations officer and commander leadership positions. Officers not returning to fly can continue to compete for promotion and leadership positions through higher level key staff assignments in a SPO or MAJCOM, Air Force, or joint level billets.

1.17.2.1. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend Senior Service School (SSS) after a challenging staff or leadership position. After SSS, most officers should gain more staff experience in either the Air Staff or joint staff and/or be selected for an operations group or equivalent level commander position.

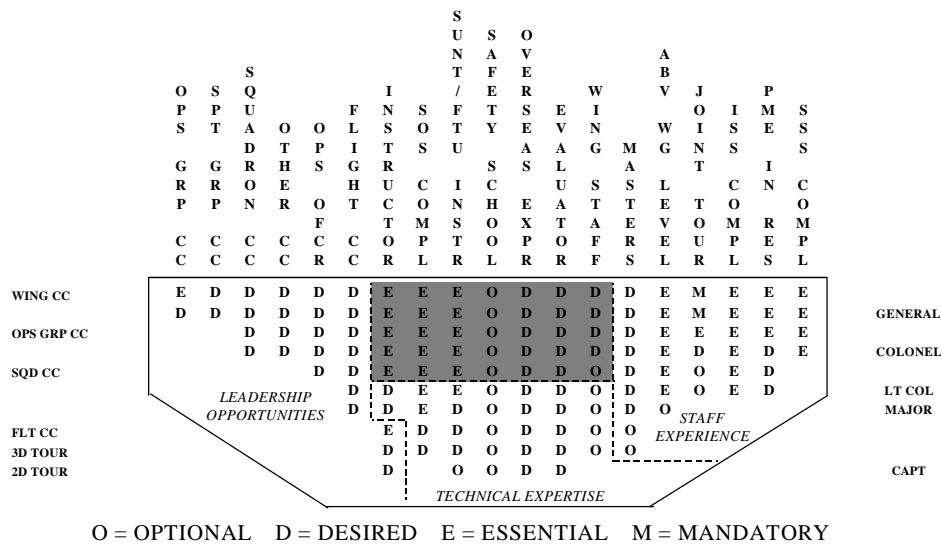
1.17.2.2. This narrative does not suggest that all test navigators should strive to be wing commanders or program directors or that there is an ideal path to that level. However, the path to high levels in AFMC normally includes a strong operational test background, a staff management tour, technical expertise, an outstanding record, and leadership positions in either a test wing or acquisition organization. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor that you control in your professional development.

**1.18. Special Operations Forces Navigator/Electronic Warfare Officer Career Path.** Navigator and electronic warfare officers (EWO) assigned to Air Force Special Operations Command (AFSOC) major weapons system (MWS) AC-130H/U, HC-130N/P, or MC-130E/H are managed as Special Operations Forces (SOF). **NOTE:** Presently, EWOs are not assigned to the HC-130. In addition to being the best at your current job, look one to two assignments ahead and prepare yourself by gaining the experience those jobs require. Finding your way into and excelling as a leader in SOF requires a personal commitment to this unique national capability. Expect numerous TDYs both planned and unprogrammed, in reaction to "real world" events. Each officer should continually evaluate his or her professional development choices, while commanders have the responsibility to guide and counsel officers on their careers.

1.18.1. This career path should help you with those choices. Figure 1.38 is a SOF navigator or EWO career path pyramid which shows the type of opportunities available at different times in your career. Figure 1.39 is a SOF navigator or EWO career path matrix based on the "three-legged-stool" theory of professional development. This matrix shows the types of jobs and experience that are mandatory, essential, desired or optional for success at various levels in SOF and the Air Force.



**Figure 1.38. Special Operations Forces Navigator/EWO Career Path Pyramid.**



**Figure 1.39. Special Operations Forces Navigator/EWO Career Path Experience Matrix.**

1.18.2. Primarily, SOF navigators are sourced from C-130 tactical airlift units. Other SOF navigators and EWOs come directly from SUNT and other MWS cross-flows. Most adapt quickly to the night, low-level flying environment. Navigator or EWOs with prior tactical or operational experience may upgrade to instructor as quickly as 1 year. Others may expect to spend about 3 years before upgrade to instructor. An instructor upgrade is an important step in any career path; navigator or EWOs who do not have an opportunity to upgrade to instructor at their current unit should consider PCSing to another location for the opportunity to upgrade.

1.18.2.1. Besides unit-level instructor requirements, SOF instructors are required at AETC's FTU at Kirtland AFB and AFSOC's Central Training Flight at Hurlburt Field. Another option to gain valuable instructor experience is in AETC's SUNT at Randolph AFB. There are requirements for SOF navigator or EWOs in the core and advanced phases of SUNT. These tours offer many opportunities: A chance to hone your leadership skills; a stable family environment; and an opportunity to pursue advanced educational degrees and/or PME. Most navigator or EWOs will follow-on back to SOF after a 3-year tour. Rated officer instructor duty is a superb opportunity to enhance an officer's professional development. This experience makes you more competitive later on, for squadron commander billets in either AETC or other commands.

1.18.2.2. Other opportunities exist such as the Air Force test navigator program, where you could progress up the test career path. It may be possible to return to SOF, but this is the exception to the norm. Another specialized career path fork is AFIT. If you earn your master's degree through AFIT, you will serve a directed-duty assignment after graduation. This move can establish you in other very specialized and meaningful career paths such as acquisition. Additionally, AFSOC offers a selected few the chance to earn an AFIT master's degree in special operations low intensity conflict.

1.18.2.3. In the experience matrix, there is no ideal path to higher levels in the Air Force. However, the more you prove your worth as an aviator, the more opportunities will open for you. Because of the demand for quality navigator or EWOs, opportunities outside of SOF prior to staff duties may be limited. It is in the best interest of SOF for new navigator or EWOs to gain as much operational flying experience as possible.

1.18.2.4. Staff positions for mid- to senior-level captains are available at wing and group, operational support squadrons, and a limited number at HQ AFSOC. Other non-SOF staff positions available in very limited numbers include: USAFA instructor, recruiting squadron operations officer, SOS instructor, or ROTC Assistant Professor of Aerospace Studies (APAS). Navigator or EWOs who go to non-flying positions short of their 1st gate must return to flying within 3 years to meet that gate.

1.18.3. The majority of SOF navigator or EWOs will complete their 2d flying gate (120 months of flying duty) before they volunteer for a staff job. There is a need for SOF expertise in rated positions with the Assistant Secretary of Defense (ASD) staff, Joint Staff, USSOCOM, HQ USAF, combatant commands, theater special operations commands, MAJCOMs, and NAF staffs. Non-rated job opportunities are also available for the officer with the right background and education. EWOs also have opportunities at the Joint Electronic Warfare Center (JEWEC) and other national agencies requiring EWO specific expertise.

1.18.3.1. Not all SOF navigator or EWOs choose to leave their operational cockpits as they finish their 2d gate or when they are promoted to field grade rank. There are field grade opportunities for instructors in the FTUs and SUNT. However, those who have only flown during their career and elect to continue to fly at this point, rather than gaining staff experience, are decreasing their chance to fly in leadership positions later in their career. Air Force and SOF leaders require a breadth of knowledge beyond weapon systems navigator or EWO skills.

1.18.4. Rated field grade officers can compete for leadership positions through the HQ AFSOC COMMANDO EAGLE board process. The COMMANDO EAGLE board screens and selects the most qualified candidates to command AFSOC squadrons and identifies SOF experienced personnel with demonstrated command potential to other MAJCOMs. Since there are more candidates than anticipated vacancies, not all candidates will be selected as squadron commanders. The COMMANDO EAGLE list is also used as a source of high quality SOF oriented personnel to fill key leadership positions throughout the Air Force and joint arenas. Rated officer candidates for squadron director of operations and wing or group chief of safety billets do not necessarily have to be on the COMMANDO EAGLE list; however, the majority of selectees are from the list.

1.18.4.1. Eligibility criteria for COMMANDO EAGLE: Only rated lieutenant colonel selects or lieutenant colonels with date of rank eligibility are considered for operational command. In addition to lieutenant colonels, majors and major selects, with the appropriate support AFSC and who have met their 1st flying gate, may be considered for support squadron commands. Key command jobs exist in support groups or in non-rated specialties. Wing commanders (or their equivalent) nominate rated officers within AFSOC. Rated officers outside AFSOC are boarded based on previous AFSOC flying experience or nominated by their current command.

1.18.4.2. Officers who are not on the COMMANDO EAGLE list can continue to compete for promotion and leadership positions through higher level key staff assignments in joint, Air Force, or MAJCOM level billets.

1.18.4.3. After a successful leadership test as a commander, a senior lieutenant colonel or junior colonel can expect more staff seasoning in a senior staff position, in either joint or Air Staff prior to selection for operations group or an equivalent commander position.

1.18.4.4. In either the staff or operations route, a junior colonel or senior lieutenant colonel should attend Senior Service School after a challenging staff or leadership position.

1.18.5. This narrative does not suggest that all SOF-rated officers should strive for senior leadership positions or that there is one ideal path to that level. Historically, however, most officers require a strong operational background enhanced by a senior staff tour and a squadron leadership position prior to promotion consideration to colonel and further staff and leadership opportunities. Whatever your goals, remember this...the best job for your career is the one you are in today. Your performance indicates potential, which is rewarded with increased responsibilities.

---

## Chapter 2

### NON-RATED OPERATIONS OFFICER

**2.1. Command and Control Operations Career Path.** This career path will help you plan and achieve your Air Force career goals as a command and control (C2) operations officer. There are no definitive, concrete steps that need to be attained to reach rank or position. However, there are certain jobs or experiences that will assist you in meeting your goals. With the consolidation of weapon controllers, operations management, and air traffic controllers into the C2 field, you may be wondering what path to take now. This information will identify opportunities in this new career family and define jobs or experiences that will assist you in meeting your goals.

2.1.1. The first step in any career plan is to define your goals. Many officers have not set clear-cut goals. However, goals are the key to success. Consider the following questions:

"What do I want to do?"

Individual goals: Professional; personal; family.

"Do I want to be a..." group commander? squadron commander? senior staff officer?

2.1.1.1. Regardless of your individual answers to these questions, definitive goals are an essential element to achieving a successful career. You are the only one who knows your goals. The Air Force Military Personnel Center (AFMPC) will not code them in the computer. You can keep your goals to yourself or discuss them with your commander during career counseling. It's your choice. The remainder of this narrative may help you clarify your goals, provide items for discussion, and plan your future. An analysis of highly successful senior Air Force officers reveals their success is patterned around the "three-legged-stool theory." You too can use this theory to pattern your career.

2.1.2. The key to a successful Air Force career involves a proper balance of technical expertise, staff, and leadership experience. A solid foundation in these areas will pay high dividends in the future.

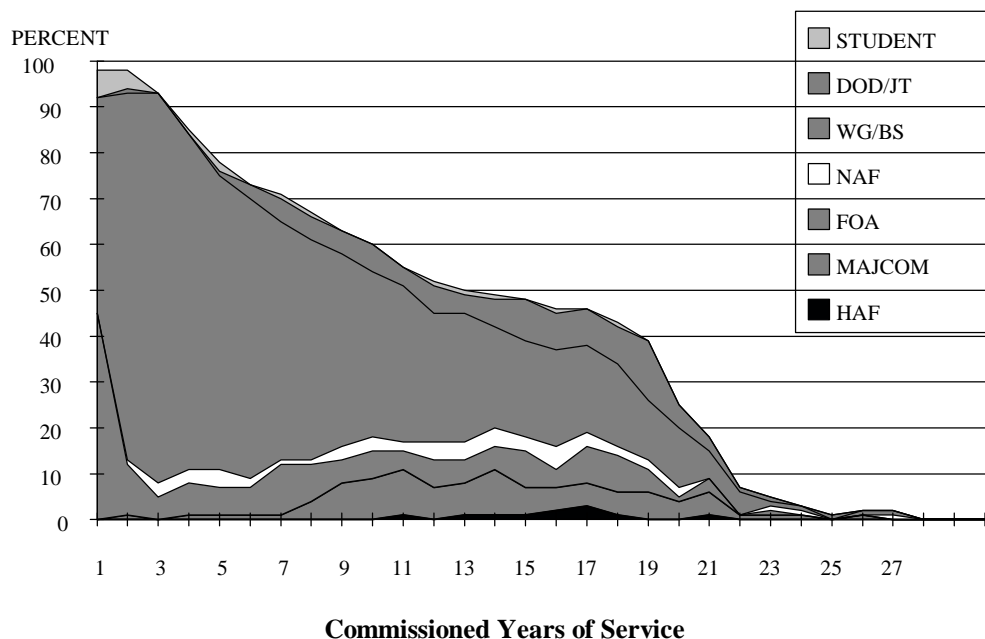
2.1.2.1. Building technical expertise occurs early in your career whether you desire to pursue command or senior staff opportunities. Developing technical expertise requires timely changes from one position to another in order to establish a broad base of solid operational expertise. Without a firm foundation of technical knowledge, you cannot build the remaining legs of experience.

2.1.2.2. Staff billets provide an opportunity to both develop the "big picture" view of the mission and a chance to hone your decision making skills. The level of staff is important; the current emphasis is on placing the Air Force's very best officers in joint-duty billets, as they are key to our war fighting success.

2.1.2.3. Leadership means much more than a commander's billet. Your opportunity to lead starts early in your career. Remember, Air Force promotions are based on future potential. Success in tough leadership roles demonstrate attributes desired for senior Air Force leadership.

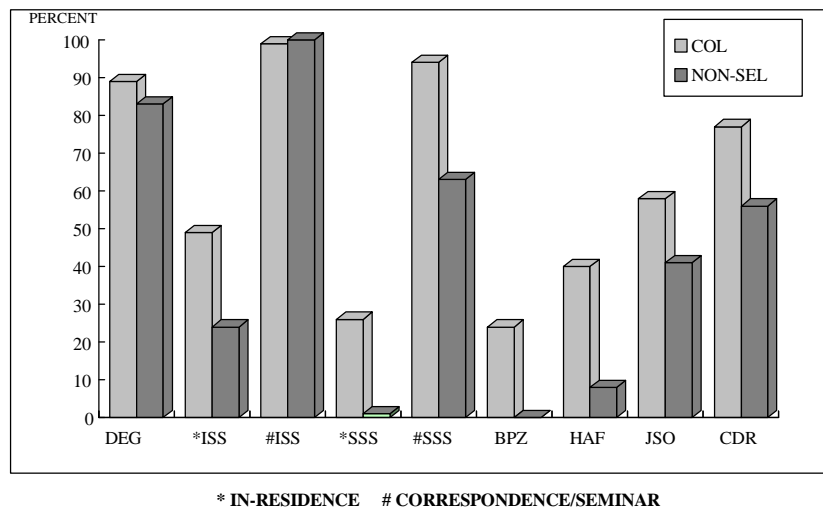
2.1.3. Future Air Force leaders will be comprised of those officers who can demonstrate technical breadth and depth in their career field, show the ability to perform in high level staff jobs, to include joint positions, and prove their ability to lead. These three components form the "three-legged stool" for our future leaders to build their careers. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

2.1.4. Figure 2.1 depicts the type of job opportunities available at different times in your career. As an example, if you are a captain with 9 years of service about 65 percent of your year group is still on active duty. Of that group, the largest percentage is in the wing (about 60 percent of the remaining population). In later years, the balance shifts heavily toward staff opportunity in joint and MAJCOM staffs for majors and lieutenant colonels.



**Figure 2.1. Projection of Command and Control Assignment Distribution.**

2.1.5. Figure 2.2 shows the types of jobs and experiences that current C2 colonels have had compared to their peers who did not attain that rank. This figure represents historical data. Early performance is an excellent indicator of future potential as evidenced by the below-the-zone (BPZ) promotion and in-residence professional military education (PME) rates.



**Figure 2.2. Senior Officer Experience Comparison (Command and Control).**

2.1.5.1. This figure also supports the "three-legged-stool theory." The correlation between a tour in the Headquarters Air Force (HAF) at the Pentagon or joint-duty as a joint specialty officer (JSO), and colonel promotions indicates the importance of high level staff experience. Another experience differential between colonels and their year group peers is leadership, as indicated by commander duty (leadership as a field grader). A key test for promotion to colonel is being successful as a squadron commander.



2.1.6. PME is also an important factor in career development. All officers need to complete PME at the appropriate time. About 20 percent of those officers selected for major will be identified as candidates for resident intermediate service school (ISS). ISS students should expect to go to a joint duty staff assignment or a major command (MAJCOM) or Air Staff level job upon graduation. Officers should consider joint duty early in their field grade career so they do not limit their options when they make colonel. Senior service school (SSS) in-residence selection occurs following the lieutenant colonel and colonel promotion boards. About 12 percent of each year group can attend resident SSS.

2.1.6.1 In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs require. Many of today's senior leaders will tell you they had similar feelings as young officers. They did their best in each and every job and jumped at opportunities offered along the way. Each officer should continually evaluate when to move for professional development reasons.

2.1.6.2. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. The following figures and discussion should help you with those decisions. Figure 2.3 is the C2 pyramid which shows the type of opportunities available in our career field.

2.1.6.3. Figure 2.4 is a career path experience matrix. It identifies the type of jobs and experiences which are mandatory, essential, desired, or optional. You may choose the desired level or position but remember--failure to build the foundation at the appropriate time may close doors for advancement later in your career.

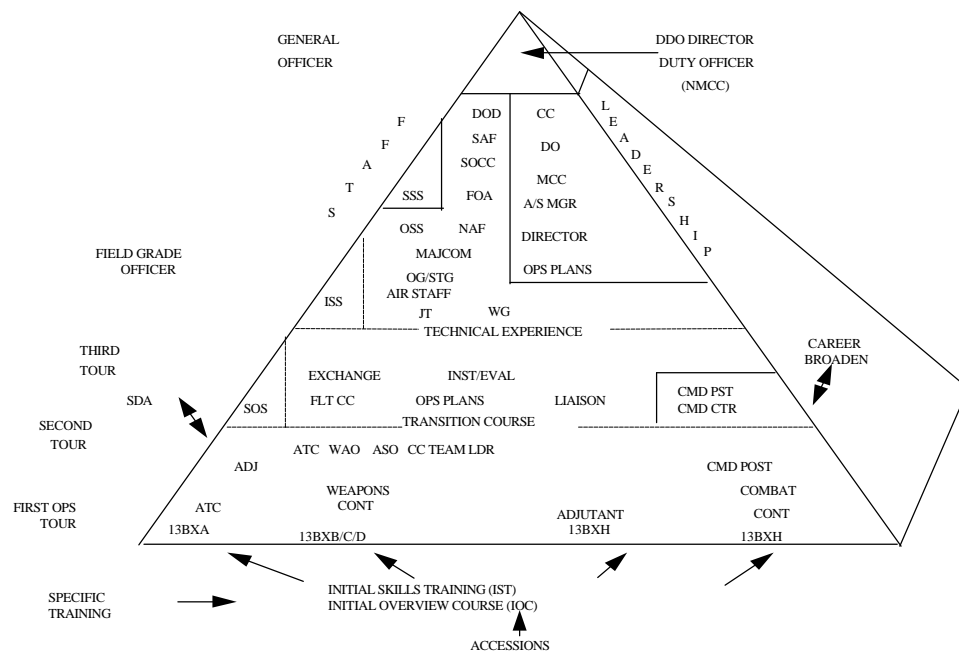
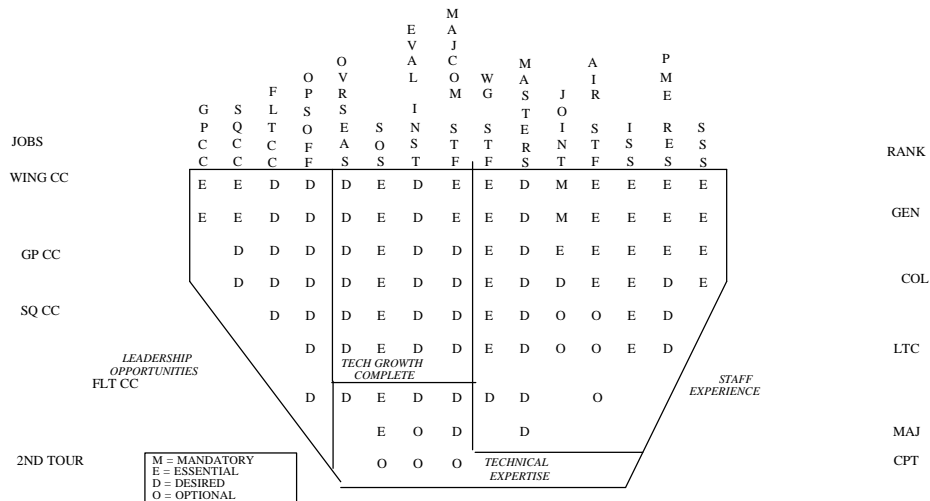


Figure 2.3. Command and Control Career Path Pyramid.



**Figure 2.4. Command and Control Career Path Experience Matrix.**

2.1.7. When initially assigned to C2 operations, you are expected to build depth and technical experience through diverse work experience within the career field. C2 operations is divided into: Air traffic control; combat control; air weapons control; and operations management. Air weapons control is divided into airborne, air defense, and mobile ground systems. Operations management is divided into command post controllers, adjutants, plans, current operations and airfield management.

2.1.7.1. To experience the full breadth of these opportunities in sufficient depth, a minimum of one interflow within C2 operations is normally required. When contemplating such a move, keep the following in mind:

- A balanced approach to professional development--for example, if you spent the past several years in operations management, then seek opportunities in air weapons control or air traffic control. Training for interflow moves into air weapons control will not be available until tentatively fall 1996.
- An overseas tour--approximately 30 percent of the C2 operations billets are overseas. Short tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development and to hone skills in a typically austere environment.
- A change in MAJCOM--be mindful of the fact that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air Staff or joint staff officer and leader.

2.1.8. The technical foundation you build early in your career will pay dividends as a staff officer. Staff billets above the wing level are prevalent in every major Air Force command and numerous joint service agencies.

2.1.8.1. In addition to C2 staff positions, a limited number of special duty billets are available outside the career field. These opportunities include serving as an instructor in Reserve Officer Training Corps, Basic Military Training, Officer Training School, Squadron Officer School, Recruiting Service, or the Air Force Academy.

2.1.8.2. Promotion to major brings with it an opportunity to compete for Intermediate Service School (ISS) in-residence. ISS students should expect a joint-duty staff assignment upon graduation. For your long range goals, remember joint combat operations are the key to success in battle and demand the best officers to provide Air Force expertise in the joint arena. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to lieutenant colonel or colonel. Those officers desiring further promotion, but not selected for school in-residence, should strongly consider completing PME by correspondence or seminar.

2.1.9. For selected officers, technical expertise coupled with staff experience and joint duty lead to command. Command billets exist at several levels. Senior captains can compete for flight commander and operations officer positions, while majors and lieutenant colonels compete for more senior operations officer and squadron commander positions. After a successful leadership tour, senior lieutenant colonels and colonels vie for in-residence attendance at Senior Service School (SSS). Upon graduation, many of these officers are assigned to joint-duty billets. Joint combat operations are key to success in battle and demand the best officers to provide Air Force expertise in the joint arena. However, there are more qualified officers than joint-duty positions. Therefore, other command positions and senior staff tours are appropriate assignment moves.

2.1.10. This narrative does not suggest that all C2 operations officers need strive to be the next Director Duty Officer, National Military Command Center, or that there is only one ideal path to that level. However, studies indicate that a successful Air Force career normally includes a strong technical base, solid staff experience, and challenging leadership positions. Squadron command, joint duty, and an Air Staff tour appear to be essential building blocks for promotion to senior C2 operations positions. Whatever your goals, how well you do in your current job is the most important factor in determining your future success.

**2.2. Space and Missile Operations Career Path.** This career path will help you plan and achieve your Air Force career goals as a space and missile operations officer. There are no definitive, concrete steps or squares that need to be attained to reach rank or positions. However, there are certain jobs or experiences that will assist you in meeting your goals. With the consolidation of space and missile operations into one career field, you may be wondering what path to take now. This information will identify opportunities in this new career family and define jobs or experiences that will assist you in meeting your goals.

2.2.1. The first step in any career plan is to define your goals. Many officers have not set clear-cut goals. However, goals are the key to success. Consider the following questions:

"What do I want to do?"

Individual goals: Professional; personal; family.

"Do I want to be a/an..."operations group commander? squadron commander? senior staff officer? wing commander?

2.2.1.1. Regardless of your individual answers to these questions, definitive goals are an essential element to achieving a successful career. You are the only one who knows your goals. The Air Force Military Personnel Center (AFMPC) will not code them in the computer. You can keep your goals to yourself or discuss them with your commander during career counseling. It's your choice. The remainder of this narrative may help you clarify your goals, provide items for discussion, and plan your future. An analysis of highly successful senior Air Force officers reveals their success is patterned around the "three-legged-stool theory." You too can use this theory to pattern your career.

2.2.2. The key to a successful Air Force career involves a proper balance of technical expertise, staff, and leadership experience. A solid foundation in these areas will pay high dividends in the future.

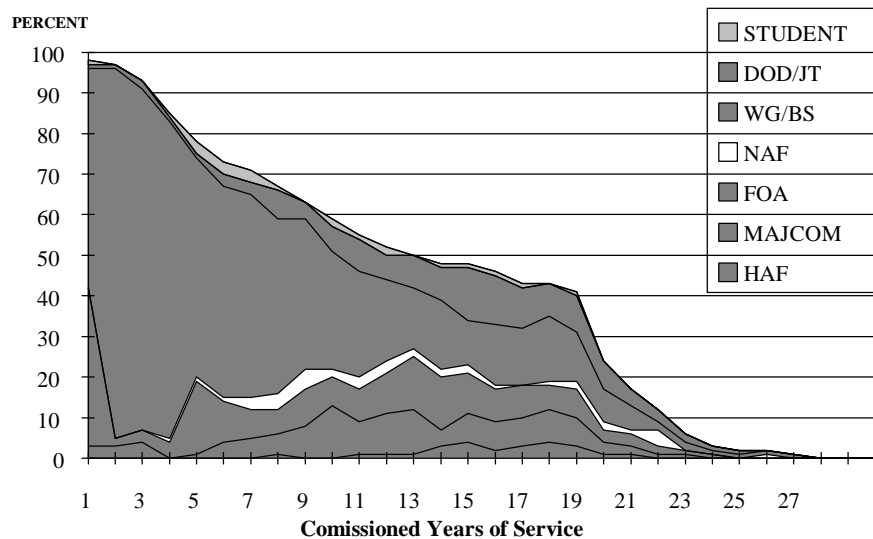
2.2.2.1. Building technical expertise occurs early in your career whether you desire to pursue command or senior staff opportunities. Developing technical expertise requires timely changes from one position to another in order to establish a broad base of solid operational expertise. Without a firm foundation of technical knowledge, you cannot build the remaining legs of experience.

2.2.2.2. Staff billets provide an opportunity to both develop the "big picture" view of the mission and a chance to hone your decision making skills. The level of staff is important; the current emphasis is on placing the Air Force's very best officers in joint-duty billets, as they are key to our war fighting success.

2.2.2.3. Leadership means much more than serving in a commander's billet. Your opportunity to lead starts early in your career. Remember, Air Force promotions are based on future potential. Success in tough leadership roles demonstrates attributes desired for senior Air Force leadership.

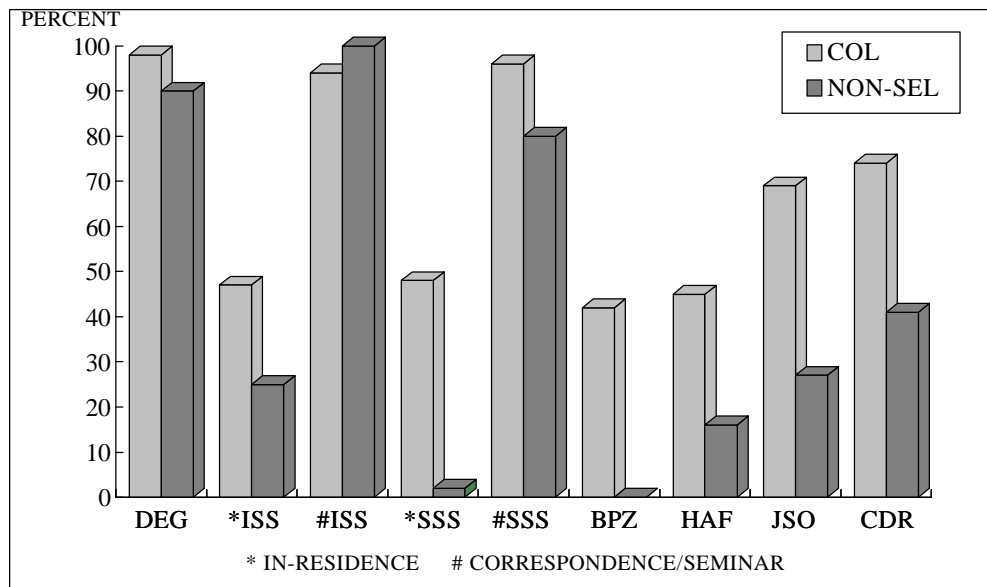
2.2.2.4. Future Air Force leaders will be comprised of those officers who can demonstrate breadth and depth in their career field, show the ability to perform in high level staff jobs, to include joint positions, and prove the ability to lead. These three components form the "three-legged stool" for our future leaders to build their career. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future. The voluntary assignment system gives you freedom to plan your future, but also responsibility to balance your personal desires with Air Force needs.

2.2.3. Figure 2.5 depicts the type of job opportunities available at different times in your career. As an example, if you are a captain with 9 years of service about 65 percent of your year group is still on active duty. Of that group, the largest percentage is in the wing (about 60 percent of the remaining population). In later years, the balance shifts heavily toward staff opportunity for majors and lieutenant colonels with a preponderance in joint and MAJCOM staffs.



**Figure 2.5. Projection of Space/Missile Operations Assignment Distribution.**

2.2.4. Figure 2.6 shows the types of jobs or experiences that current space and missile colonels have had compared to their peers who did not attain that rank. This figure represents historical data. Early performance is an excellent indicator of future potential as evidenced by the below-the-zone (BPZ) promotion and in-residence professional military education (PME) rates. These comparisons support the adage that the most important job to your professional development is the one you hold now.



**Figure 2.6. Senior Officer Experience Comparison (Space and Missile Operations).**

2.2.4.1. This figure also supports the "three-legged-stool theory". The correlation between a tour in Headquarters Air Force (HAF) in the Pentagon or joint-duty (in a JDA designated billet), and colonel promotions indicates the importance of high level staff experience. Another experience differential between current colonels and their year group peers is leadership (as a field grader) in commander duties.

2.2.4.2. PME is an important factor in career development. All officers need to complete PME at the appropriate level. About 20 percent of those officers selected for major will be identified as candidates for intermediate service school (ISS) in-residence. ISS students should expect to go to a joint duty staff assignment or a major command (MAJCOM) or Air Staff

level job upon graduation. A joint tour is a mandatory requirement for promotion to general officer. Officers should consider joint-duty early in their field grade career so they do not limit their options when they make lieutenant colonel or colonel. Senior service school (SSS) in-residence selections occur following the lieutenant colonel and colonel promotion boards. Only about 12 percent of any year group can attend SSS in-residence.

2.2.4.3. In addition to being the best at your current job, you should look one to two assignments ahead and prepare yourself by gaining the experience those jobs require. Many of today's senior leaders will tell you they had similar feelings as young officers. They did their best in each and every job and jumped at opportunities offered along the way. Each officer should continually evaluate when to move for professional development reasons.

2.2.4.4. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. The following figures and discussion should help you with those decisions. Figure 2.7 is the space and missile pyramid which shows the type of opportunities available in our career field.

2.2.4.5. Figure 2.8 is a career path experience matrix. It identifies the type of jobs and experiences which are mandatory, essential, desired, or optional. You may choose the desired level or position but remember--failure to build the foundation at the appropriate time may, in effect, close doors for advancement later in your career.

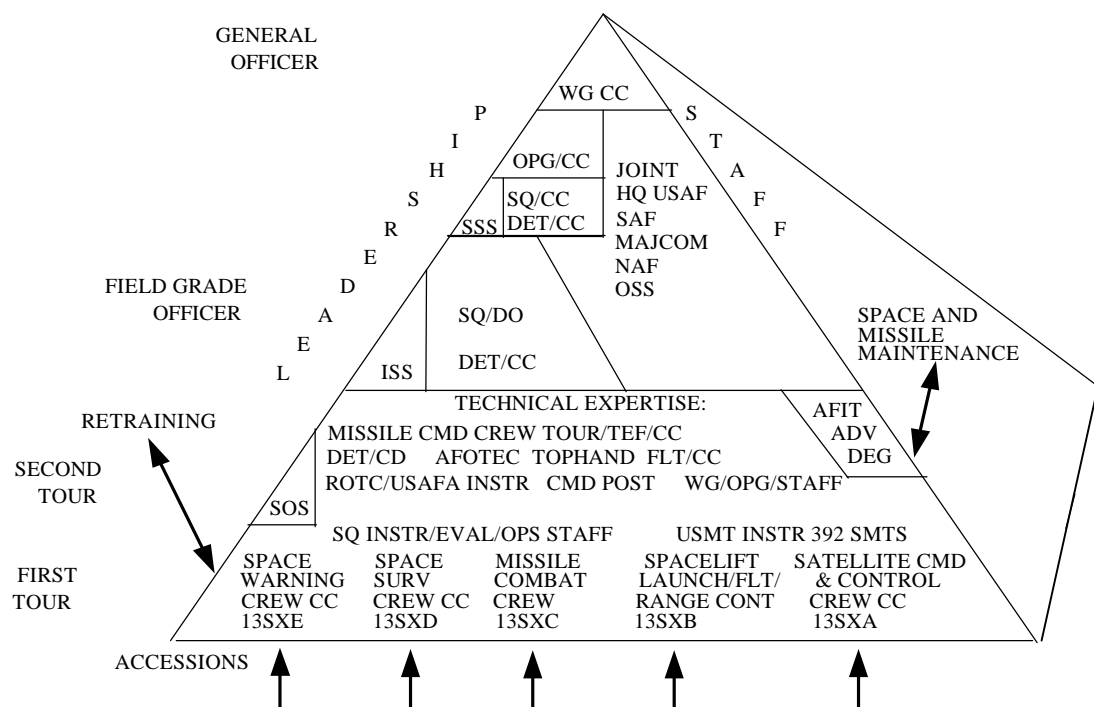


Figure 2.7. Space and Missile Operations Career Path Pyramid.

	OPERATIONS															RANK	
JOBS	GPCC	SQCC	FLTC	OPSOFF	OVERSEAS	SOSS	EVALINST	WGSTF	MAJCOMSTF	MASSTERSS	JOINT	AIRSTF	IS	PMESS	SSS		
WING CC	E	E	D	D	D	E	D	E	E	D	M	E	E	E	E	GEN	
	E	E	D	D	D	E	D	E	E	D	M	E	E	E	E		
GP CC			D	D	D	D	E	D	D	E	D	E	E	E	E	COL	
			D	D	D	D	E	D	D	E	D	D	E	E	D		E
SQ CC				D	D	D	D	E	D	D	E	O	O	E	D	LTC	
					D		E	D	D	E	D	O	O	E	D		
FLT CC					D		E	D	D	D	D		O			MAJ	
							D	O	D		D						
2ND TOUR							O	O	O	TECHNICAL EXPERTISE							CPT

M = MANDATORY  
E = ESSENTIAL  
D = DESIRED  
O = OPTIONAL

LEADERSHIP OPPORTUNITIES

TECH GROWTH COMPLETE

STAFF EXPERIENCE

M = MANDATORY  
E = ESSENTIAL  
D = DESIRED  
O = OPTIONAL

LEADERSHIP  
OPPORTUNITIES

TECH GROWTH  
COMPLETE

STAFF  
EXPERIENCE

TECHNICAL  
EXPERTISE

**Figure 2.8. Space and Missile Officer Career Path Experience Matrix.**

2.2.4.6. Space and missile operations is divided into five mission areas: Satellite command or control; spacelift operations; missile operations; space surveillance; and space warning. When initially assigned, missile combat crew members gain technical experience through a 4-year controlled tour. In the other four mission areas, the normal tour is 3 years. Upgrade to crew commander, instructor, or evaluator is an important indication of the expertise and leadership that is required for further supervisory positions. To experience the full breadth of these opportunities, a minimum of one interflow between mission areas is essential. When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--if you spent your first tour in space warning, then seek opportunities in missile operations or space operations.
- An overseas tour--approximately 7 percent of the space and missile operations billets are overseas. Short tour overseas assignments represent prime opportunities to fill gaps in your professional development and to hone skills in a typically austere environment.

2.2.5. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets are prevalent at HAF, MAJCOM, Numbered Air Force (NAF), and joint units.

2.2.6. In addition to space and missile operations positions, a limited number of special duty billets can be found outside the career field. These opportunities include Reserve Officer Training Corps, (ROTC), Officer Training School (OTS), Squadron Officer School (SOS), Recruiting Service, Basic Military Training, and the Air Force Academy.

2.2.7. Promotion to major brings with it an opportunity to compete for Intermediate Service School (ISS) in-residence. ISS students should expect a joint-duty staff assignment upon graduation. For your long range goals, remember joint combat operations are the key to success in battle and demand the best officers to provide Air Force expertise in the joint arena. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to lieutenant colonel or colonel. Those officers desiring further promotion, but not selected for school in-residence, should strongly consider completing PME by correspondence or seminar.

2.2.8. For some officers, technical expertise coupled with staff experience lead to command. Command billets exist at several levels. Senior captains can compete for flight commander billets, majors for detachment commander billets, and lieutenant colonels for squadron commander. After a successful leadership tour, lieutenant colonels and colonels will also vie for in-residence attendance at Senior Service School (SSS). Upon graduation, many of these officers are assigned to joint-duty billets. Joint combat operations are key to success in battle and demand the best officers to provide Air Force expertise in the joint arena. However, there are more qualified officers than joint-duty positions. Therefore, your leadership can also be demonstrated in command positions and tough staff tours.

2.2.9. This narrative does not suggest that all space and missile operations officers need to strive to be wing commander, or that there is only one ideal path to that level. However, the path to that level normally includes a strong technical base, solid staff experience, and challenging leadership positions. Whatever your goals, how well you do in your current job is the most important factor in your professional development.

---

## Chapter 3

### OPERATIONS SUPPORT OFFICER

**3.1. Introduction to the Operations Support Career Paths.** These career paths will help you plan and achieve your Air Force career goals as an operations support officer. There are no definitive, concrete steps that need to be attained to reach rank or position. However, there are certain jobs or experiences that will assist you in meeting your goals. This unit discusses topics applicable to all operations support officers: intelligence and weather.

3.1.1. The first step in any career plan is to define your goals. Many officers have not set clear-cut goals, however, goals are the key to success. Consider the following questions:

"What do I want to do?"

Individual goals: Professional; personal, family.

"Do I want to be a ..."flight commander? squadron commander? operations support squadron commander? senior staff officer? group commander?

3.1.2. Regardless of your individual answers to these questions, definitive goals are essential elements in achieving a successful career. You are the only one who knows your goals. AFMPC will not code them in the computer. You can keep your goals to yourself or discuss them with your commander during career counseling. It's your choice. The remainder of this narrative may help you clarify your goals, provide items for discussion, and plan your future. An analysis of highly successful senior Air Force officers reveals their success is patterned around the "three-legged-stool theory." You too can use this theory to pattern your career.

3.1.3. The key to a successful Air Force career involves a proper balance of operations or technical expertise, staff, and leadership experience. A solid foundation in these areas will pay high dividends in the future.

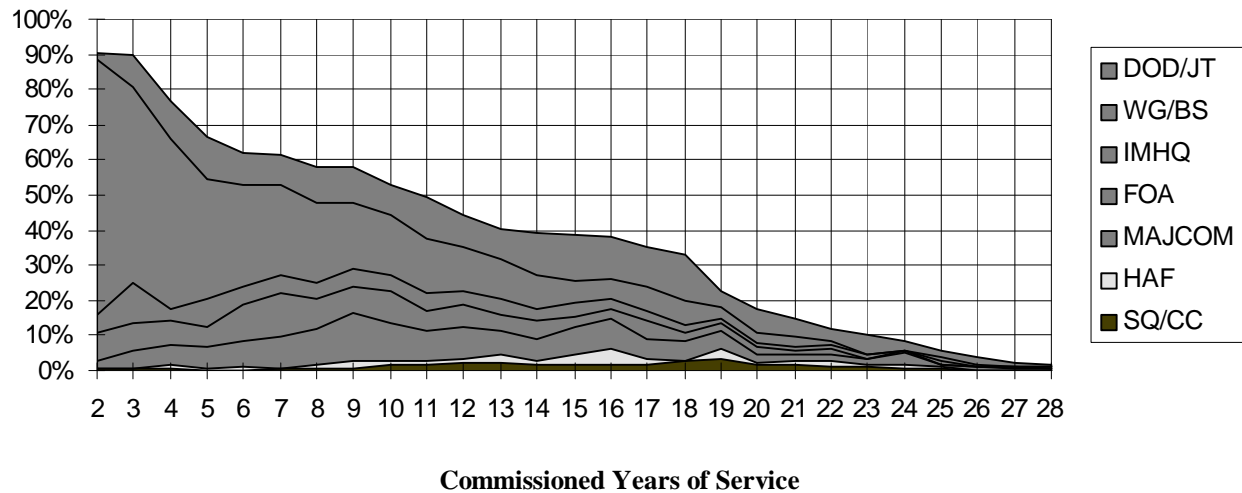
3.1.3.1. Building technical expertise occurs early in your operations support career, whether you desire to pursue command or senior staff opportunities. Developing technical expertise requires timely changes from one position to another in order to establish a broad base of solid operational expertise. Without this firm foundation of technical knowledge, you cannot build the remaining legs of experience.

3.1.3.2. Staff billets provide an opportunity to develop both the "big picture" view of the mission and a chance to hone your decision making skills. The level of staff is important; the current emphasis is on placing the Air Force's very best officers in joint-duty billets. Increased job responsibility is key in developing areas of expertise to enhance your decision making and leadership skills.

3.1.3.3. Opportunity to lead starts as early in your career as section officer in charge (OIC) and continues with flight commander and above. Remember, Air Force promotions are based on future potential. Success in a tough leadership role such as squadron command for majors and lieutenant colonels, or operations support squadron and group command for colonels, demonstrates attributes desired for senior Air Force leadership.

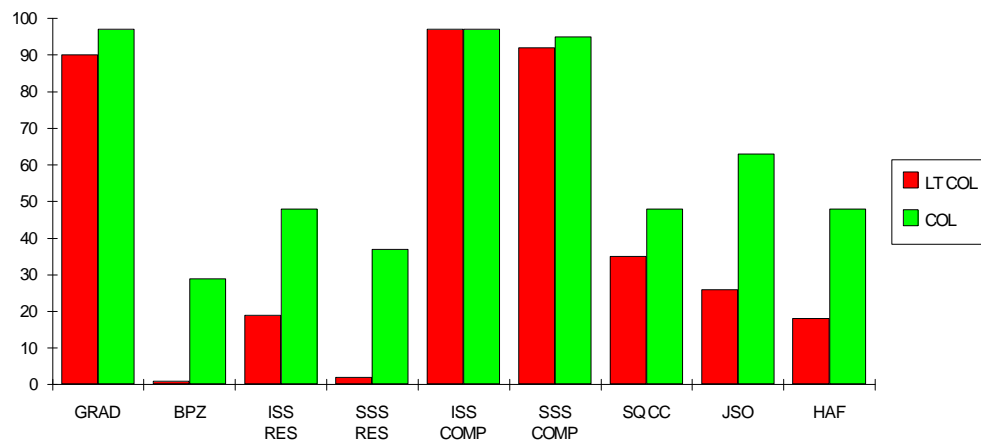
3.1.4. A career path experience matrix is included for each Air Force Specialty Code (AFSC). This matrix identifies the job types and experiences which are mandatory, essential, desired, or optional. You choose the desired level or position, but remember--failure to build the foundation at the appropriate time may, in effect, close doors for advancement later in your career. At first glance, this matrix appears to promote careerism and "square-filling." On the contrary, it's intended to illustrate the need for a broad foundation of expertise as you increase in rank and responsibility. The intent of the matrix is to exhibit the foundation of experience required for position and rank.

3.1.5. Figure 3.1 depicts the type of job opportunities available at different times in your career. As an example, if you are a captain with nine years of service, you see that about 57 percent of your year group is still in the active force. Of that group, the largest percentage is at the base level (about 32 percent of the remaining population). Approximately 15 percent are at the MAJCOM level and another 7 percent are at the intermediate headquarters. In later years, the balance shifts heavily to staff opportunities for majors and lieutenant colonels, with an accent on MAJCOM and joint positions.



**Figure 3.1. FY 94 Projection of Operations Support Officer Distribution.**

3.1.6. Figure 3.2 shows the type of jobs or experiences that current operations support colonels have had compared to their peers who were not selected to colonel. This figure represents historical data. In comparison, early performance is an excellent indicator of future potential as evidenced by the below-the-zone (BPZ) promotion and in-residence PME rates. In general, the comparisons support the adage that, "the most important job to your professional development is the one you hold today."



**Figure 3.2. Senior Officer Experience Comparison (Operations Support).**

3.1.6.1. This figure also supports the "three-legged-stool theory." The correlation between a tour in the Pentagon (HAF) or joint duty, and colonel promotions indicates the importance of high-level staff experience. Another experience differential between current colonels and their year-group peers is in the form of leadership as indicated by commander experience.

3.1.6.2. This figure also shows that PME factors into career development. All officers need to complete Squadron Officer School, preferably in-residence. Intermediate Service School (ISS) and Senior Service School (SSS) are also essential courses at the appropriate times. About 20 percent of those officers selected for major will be identified as candidates for ISS in-residence. These ISS students should expect a joint-duty staff assignment or a MAJCOM or Air Staff level position upon graduation. A joint tour is a mandatory requirement for promotion to general, and most colonels are joint-duty specialty officers. Officers aiming for the senior leadership positions should consider joint-duty early in their field grade

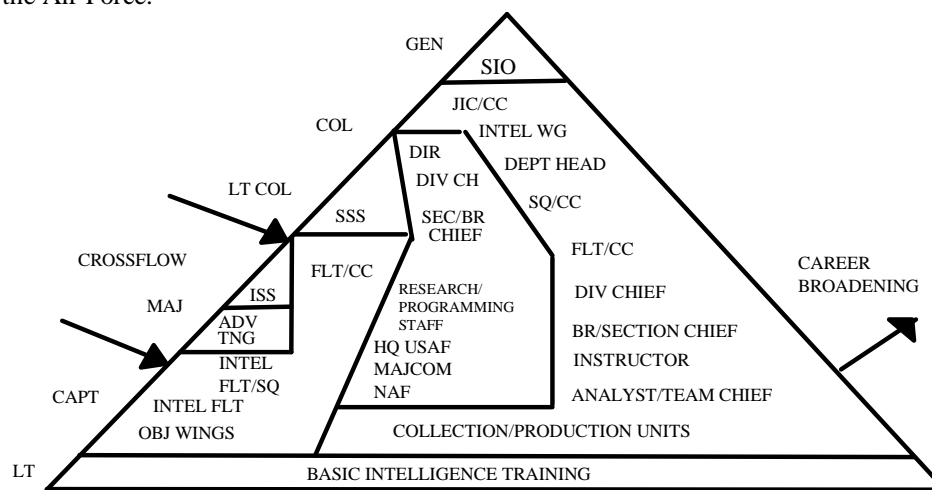


career so they do not limit their options when they make colonel. Selection for SSS in-residence occurs following the lieutenant colonel and colonel promotion selection boards. Approximately 12 percent of each year group will attend SSS in-residence between selection for lieutenant colonel and their 23d year of service.

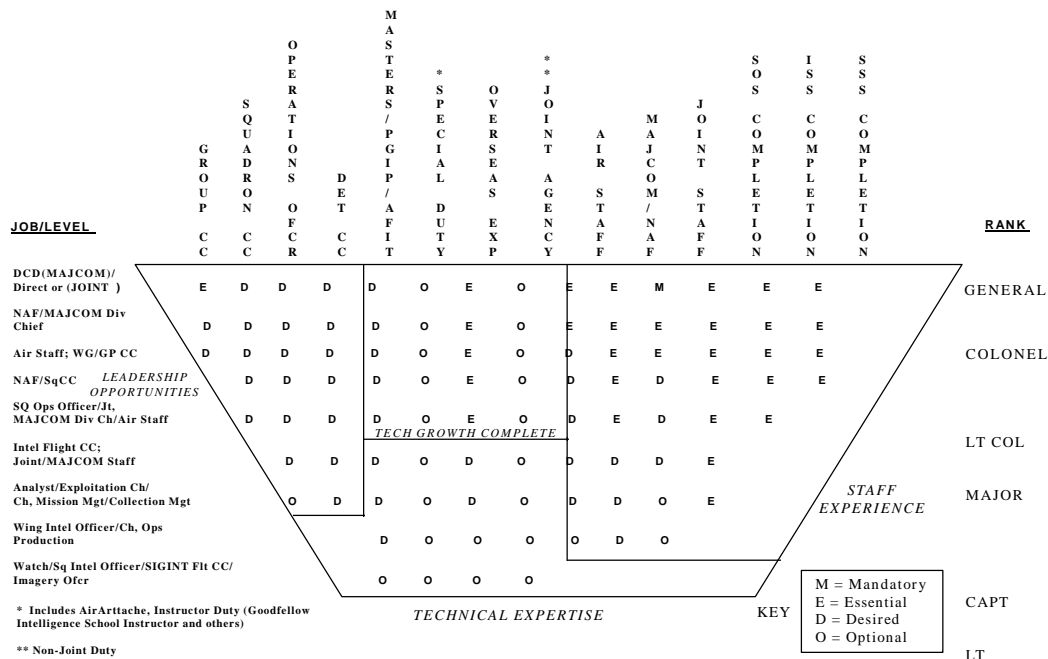
3.1.7. The AFSC specific paragraphs which follow build upon the "three-legged-stool theory" by providing specific guidance for each operations support career field.

**3.2. Intelligence Career Path.** Future Air Force leaders must demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and demonstrate the ability to lead. These three components form a "three-legged stool" for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future. The officer assignment system gives you freedom in planning your future, but also the responsibility to balance your personal desires with Air Force needs.

3.2.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path guide should help you with those decisions. Figure 3.3 shows the type of opportunities available at different times in your career field. Figure 3.4 is based on the "three-legged-stool theory" of professional development. This matrix shows the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in the Air Force.



**Figure 3.3. Intelligence Career Path Pyramid.**



**Figure 3.4. Intelligence Career Path Experience Matrix.**

3.2.1.1. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. These latter two stages are constantly developed and improved upon during your career. Remember, although you may pick the level or position you aspire to, failure to build these legs at the appropriate time may, in effect, close the door for advancement later in your career. The key to success is breadth of experience and depth of knowledge.

3.2.2. Building a strong technical experience base in the beginning of a career is the key to achieving your future goals and aspirations. The more experience you gain in your first three or four assignments, the better positioned you'll be for future leadership opportunities. When initially assigned to intelligence, you are expected to build depth through diverse work experience. Officers will begin their careers in either Intelligence Operations (AFSC 14NXA) or Intelligence Applications (AFSC 14NXB).

3.2.3. All intelligence officers attend the Fundamentals of Intelligence Course, where they are introduced to the intelligence career field. The course encompasses research and communications skills, basic computer skills, intelligence planning, support operations, intelligence sources and methods, and other issues relevant to all intelligence officers.

3.2.4. Following the fundamentals course, intelligence operations officers are trained in the essential elements of signals, imagery, and human intelligence. This includes collection systems and their capabilities, as well as exploitation, reporting, analysis, and dissemination systems. Officers also learn the characteristics and capabilities of foreign weapons and other systems.

3.2.4.1. Officers may initially be assigned as flight commanders at a signals intelligence field activity, imagery intelligence analysts at collection or production units, or as human intelligence collectors. Subsequent tours could be at other field units (perhaps in a different discipline), or at intermediate headquarters, MAJCOM, Air Staff, or joint agencies, such as the National Security Agency and Defense Intelligence Agency. After gaining field experience, another assignment option to consider is the Air Force Intelligence School at Goodfellow AFB; an excellent way to impart your knowledge to the next generation of intelligence officers. Officers advancing to higher levels in this career path may become squadron commanders or fill senior positions in an intelligence wing. Joint commands and agencies offer numerous opportunities for assignment as branch or division chiefs.

3.2.4.2. Human Intelligence (HUMINT) is a small but vital piece of the intelligence pie. A special duty assignment (SDA), officers generally enter this career field as a captain after undergoing a thorough screening process. Fluency in a foreign language is not mandatory, but is considered one of the key skills for "HUMINTers." Language training will be provided, if required. New HUMINT officers normally go to a field collection unit, followed by leadership, management, and staff assignments. HUMINT duty is not a career path in itself; officers interested in the human intelligence discipline can expect a maximum of 3, possibly 4 tours over a 20-year career.

3.2.5. Following the basic intelligence course at the 17th Training Wing, intelligence applications officers receive additional training at Goodfellow AFB in intelligence analysis, advanced briefing techniques, targeting, weaponeering, and Mapping, Charting & Geodesy (MC&G).

3.2.5.1. The intelligence applications officer is trained in general wartime intelligence analysis, targeting, and MC&G products. The recommended career path begins at the flying organization level. Subsequent assignments typically would be at an operational support squadron (OSS), air intelligence squadron (AIS), or numbered Air Force (NAF) level. After gaining unit-level experience, MAJCOM, U&S Command, or joint intelligence center are good options. Also, instructor duty at the Air Force Intelligence Training Center is an excellent way to develop and sharpen your skills while making a lasting impact on the career field. Follow-on assignments may be at an Air Staff or national-level position, or you may elect to return to a flying unit in a leadership/management position. The precise sequence of these assignments is not nearly as important as gaining depth and breadth of experience at various levels.

3.2.6. Intelligence staff officers (AFSC 14N4) will formulate intelligence policies and plans, and coordinate, manage, and direct intelligence activities. Duties and responsibilities could range from evaluating the impact of legislative action, executive orders, regulations, directives, and intelligence community and Air Force-level decisions, to directing intelligence operations and applications activities and organizations. An officer must possess one of the following AFSCs prior to award of the 14N4 AFSC: 14N3A; 14N3B; or 14N3C.

3.2.6.1. Intelligence staff officers will typically serve as senior intelligence advisors to commanders and officials in joint, Air Staff, MAJCOM, Numbered Air Force, and other government agencies and activities.

3.2.7. Overseas assignments are critical to broadening your intelligence career knowledge. Approximately 25 percent of all intelligence assignments are overseas; officers should expect at least one long and one short (remote) overseas assignments in the course of a "normal" career. On the "blue suit" side, officers may be assigned to MAJCOM headquarters, intelligence squadrons, or at unit level.

3.2.7.1. Approximately one-third of our field grade billets are in joint organizations. Joint commands, (both Unified & Specified and Department of Defense) offer numerous opportunities for assignment, both CONUS and overseas. Overseas,

joint intelligence centers are becoming the focal points for intelligence support to the theater commanders. The Defense Intelligence Agency and Unified and Specified commands offer assignment opportunities as well.

3.2.7.2. Field grade officers may enter the Joint Specialty Officer (JSO) career track by filling a joint-duty position, and completion of Phase I Joint PME (ACSC or equivalent) and Phase II Joint PME in-residence (Armed Forces Staff College or equivalent). Officers may then be nominated to a JSO board for consideration as fully qualified JSOs.

3.2.8. At the appropriate times, you should complete PME and pursue an advanced degree to ensure proper competitiveness for promotion. Remember to move at the 3 year point if possible, to take advantage of a broad experience base and exposure to different intelligence duties. Returning to unit level management and leadership positions will bring you back to the operational world.

3.2.9. Bottom line--don't let the location deter you from a job that is different, challenging, and provides experience that will enhance your career goals. One or two permanent changes of station (PCS) moves are normally required for you to experience the full breadth of these opportunities in sufficient depth. When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--if you have spent the past several years assigned to flying squadrons, then seek opportunities at higher levels (NAF, MAJCOM, joint).
- An overseas tour--approximately one-fourth of the intelligence billets worldwide are overseas. Short-tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development, and to hone skills in a typically austere environment.

3.2.10. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets are prevalent in every major Air Force command and numerous joint service agencies (Defense Intelligence Agency, USSTRATCOM, USCENCOM, USACOM). Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command. Therefore your experience in more than one command is desirable.

3.2.11. Normally, there are limited staff positions a mid-level captain can choose outside the intelligence area for a broadening tour. These may include opportunities to serve as instructors in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy. Intelligence officers returning from these duties should target themselves for positions at the MAJCOM, NAF, or AIS.

3.2.12. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint duty/MAJCOM/Air Staff assignment, or a career progressive command billet upon graduation. Joint duty is key to our warfighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for school in residence, must complete PME by correspondence, or by seminar.

3.2.13. For a limited number of officers, operational expertise coupled with staff experience combine to make command material. Command billets exist at several levels. Senior captains and majors can compete for chief of intelligence, INO, and operations officers positions. Assignments for lieutenant colonels also include opportunities to serve as air intelligence squadron commanders. Command at the group level is very limited but offers another dimension to Air Force Intelligence.

3.2.14. This narrative does not suggest there is only one ideal career path. However, the path to a successful career includes a broad experience base and strong technical background. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**3.3. Weather Career Path.** Future Air Force leaders will be comprised of those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool" for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future. The voluntary assignment system gives you great freedom to plan your future, but also the responsibility to balance your personal desires with Air Force needs.

3.3.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 3.5 is the 15WX pyramid which shows you the type of opportunities available in your career field. Figure 3.6 is a weather career path experience matrix which is based on the "three-legged-stool theory" of professional development. This matrix indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in the weather career field. The first leg is technical expertise, its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It is important that these characteristics be properly developed and balanced. A detailed discussion of each follows.

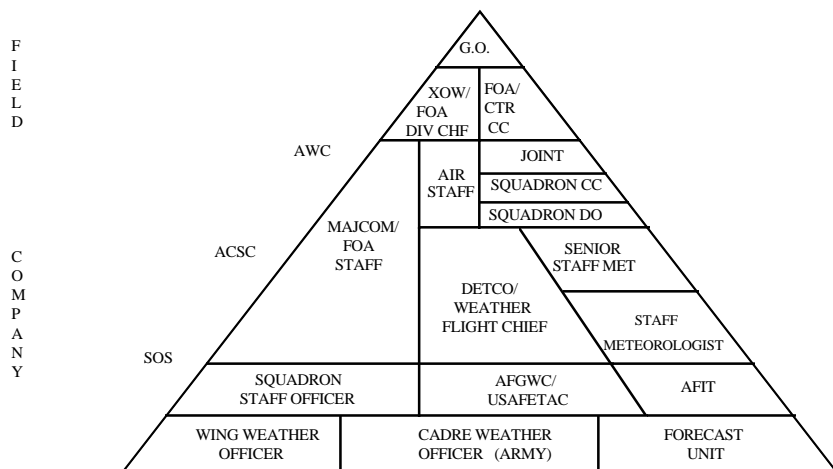


Figure 3.5. Weather Career Path Pyramid.

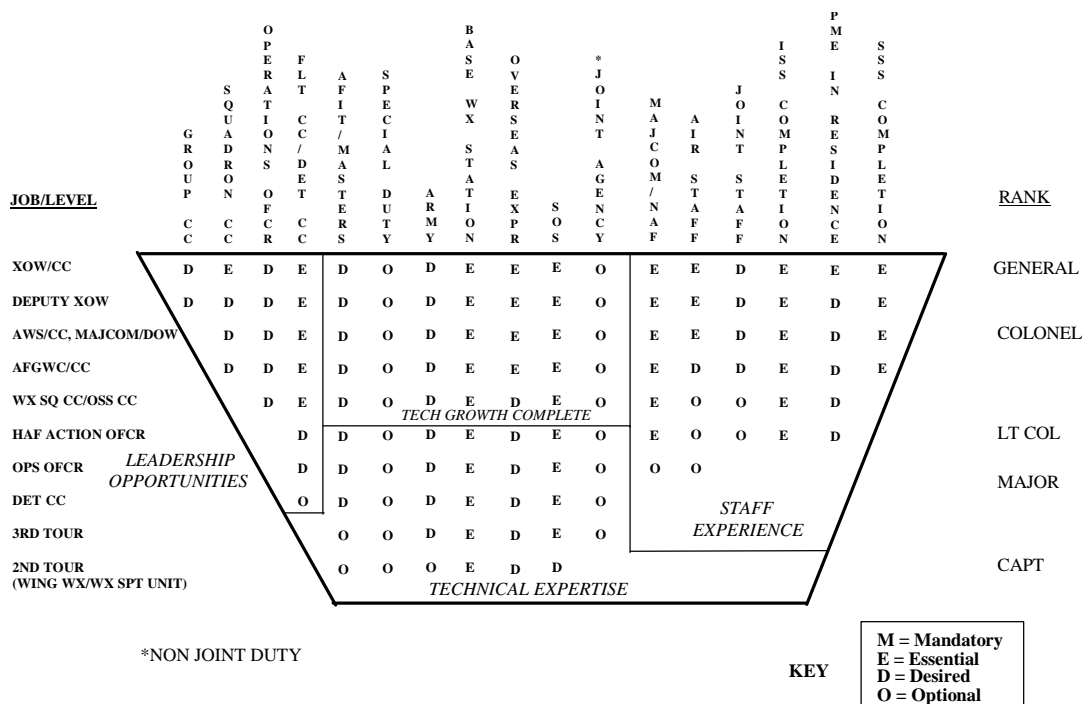


Figure 3.6. Weather Career Path Experience Matrix.

3.3.2. When initially assigned to the weather career field, you are expected to build depth through technical experience within the career field. Your initial assignment will most likely be to an Air Force base or an Army post weather station providing meteorological support. Duties include analyzing and evaluating meteorological charts and data for changing weather conditions, making route and flight forecasts, and briefing aircrews and staff personnel on current and forecast weather. Other duties at this level include providing weather warnings and advisories for adverse weather for worldwide DoD installations, providing mission tailored forecasts for special operations and making or directing studies to improve forecasting.

3.3.2.1. When contemplating a second tour, consider broadening your depth of experience and technical knowledge. You can do this through an overseas tour (if not initially assigned overseas) or a tour in a unit supporting a different type of weapon system, a different MAJCOM or another service (Army if your first tour was Air Force--Air Force if your first tour was Army). Another option is to provide weather support to a special operations unit where parachute training is mandatory.

3.3.2.2. Upon completion of your second tour you have the option to compete for the Air Force Institute of Technology (AFIT). Officers graduating from this program earn a master of science degree in meteorology or computer science, and are assigned to an advanced academic degree billet. Most of our AFIT students attend a civilian university. You may specialize in one of several areas in meteorology. They include atmospheric dynamics, climatology, instrumentation, solar and space sciences, analysis and forecasting, and physical meteorology. Each of these areas also have sub-specialties.

3.3.2.3. Upon completion of your second or third tour, a variety of options become available. You'll have the opportunity to: compete for a job as a weather flight commander or detachment commander to allow you to use the operational expertise you gained in your second or third tour or the advanced academic degree experience you gained from AFIT; volunteer for a support officer position. These would include jobs at Air Force Global Weather Central (AFGWC), Air Weather Service (AWS), or at any other center or forecast unit.

3.3.3. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets above the wing level are prevalent in air weather service, MAJCOMs and the Air Staff. Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command and with other commands--making a background in more than one command desirable.

3.3.3.1. In addition to weather staff positions, a limited number of career broadening staff billets can be found outside the weather career field. These opportunities include: serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or the Air Force Academy. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or a MAJCOM/Air Staff level position upon graduation.

3.3.3.2. Joint-duty is key to our war fighting capability and the Air Force should send its brightest and best officers into joint-duty positions to ensure the Air Force is well represented. While a joint-duty tour is a mandatory requirement for promotion to general officer, a waiver can be granted for the weather career field. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence, or by seminar.

3.3.4. For selected officers, technical expertise coupled with staff experience combine to make command material. Command billets exist at several levels, in and outside the weather career field. Mid-level to senior captains can compete for detachment or flight commander billets, while more seasoned majors and lieutenant colonels compete for weather and operation support squadrons commander positions. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders and deputy group commanders. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most officers are assigned to the Air Staff or air weather service positions.

3.3.5. This narrative does not suggest that all weather officers need to strive to be the next Air Staff Director of Weather, or that there is only one ideal path to obtain that level. However, studies indicate that a successful Air Force weather career normally includes a strong technical base, solid staff experience, and challenging leadership positions. Squadron command and an Air Staff tour appear to be the optimal, desired building blocks for obtaining senior weather positions. Whatever your goal may be, the often used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

---

## Chapter 4

### MISSION SUPPORT OFFICER

#### *Section A--Logistics*

**4.1. Introduction to Logistics Officer Career Paths.** These career paths will help you plan and achieve your Air Force career goals as a logistics officer. There are no definitive, concrete steps that need to be attained to reach rank or position. However, there are certain jobs or experiences that will assist you in meeting your goals. Discussed are topics applicable to all logistics officers. Information on the following individual career fields is provided: Aircraft and munitions maintenance; logistics plans and programs; missile maintenance; supply; and transportation.

4.1.1. The first step in any career plan is to define your goals. Many officers have not set clear-cut goals, however, goals are the key to success. Consider the following questions:

"What do I want to do?"

Individual goals: Professional, personal, family.

"Do I want to be a ..." logistic group commander? squadron commander? support group commander? senior staff officer? acquisition specialist?

4.1.1.1. Regardless of your individual answers to these questions, goals are essential elements in achieving a successful career. You are the only one who knows your goals. AFMPC will not code them in the computer. You can keep your goals to yourself or discuss them with your commander during career counseling. It's your choice. The remainder of this narrative may help you clarify your goals, provide items for discussion, and plan your future. An analysis of highly successful senior Air Force officers reveals their success is patterned around the "three-legged-stool theory." You too can use this theory to pattern your career.

4.1.2. The key to a successful Air Force career involves a proper balance of operations or technical expertise, staff, and leadership experience. A solid foundation in these areas will pay high dividends in the future.

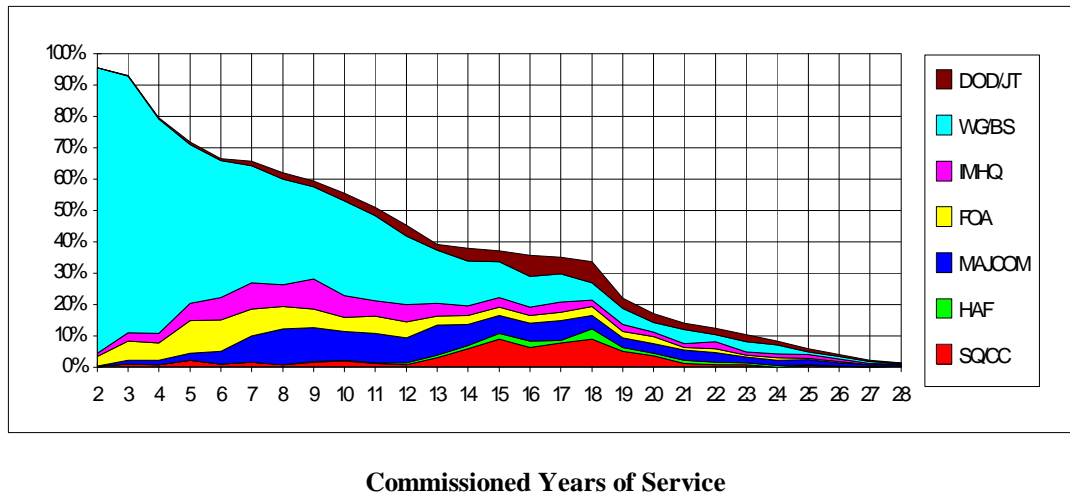
4.1.2.1. Building technical expertise occurs early in your logistics career, whether you desire to pursue command or senior staff opportunities. Developing technical expertise requires timely changes from one position to another in order to establish a broad base of solid operational expertise. Without this firm foundation of technical knowledge, you cannot build the remaining legs of experience.

4.1.2.2. Staff billets provide an opportunity to develop both the "big picture" view of the mission, and a chance to hone your decision-making skills. The level of staff is important; the current emphasis is on placing the Air Force's very best officers in joint duty billets. Increased job responsibility is key in developing areas of expertise that will enhance your decision-making and leadership skills.

4.1.2.3. Opportunity to lead starts as early in your career as section Officer in Charge (OIC), and continues with flight commander and above. Remember, Air Force promotions are based on future potential. Success in a tough leadership role such as squadron command for majors and lieutenant colonels, or logistics or support group command for colonels, demonstrates attributes desired for senior Air Force leadership.

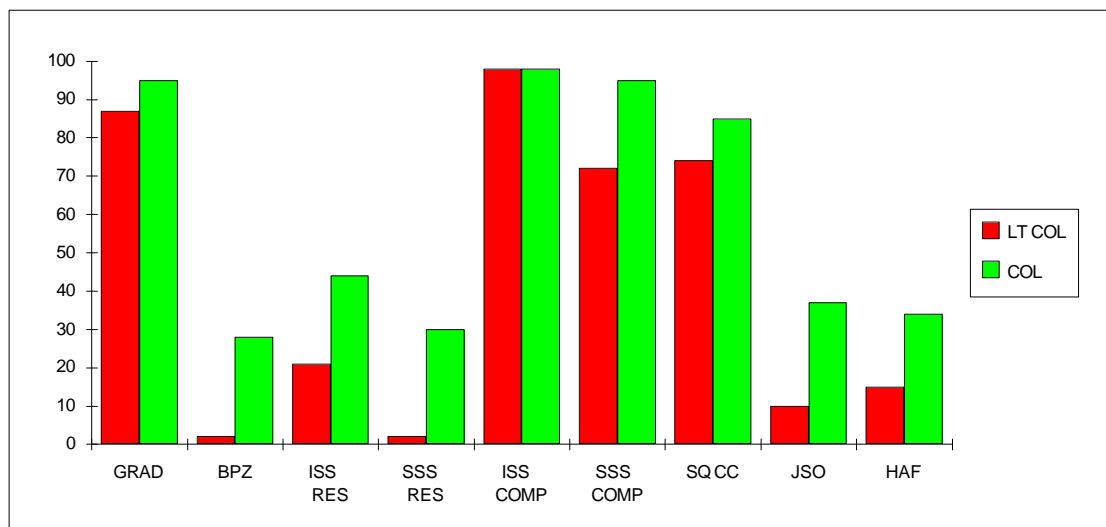
4.1.3. A career path experience matrix appears for each AFSC. This matrix identifies the job types and experiences which are mandatory, essential, desired, or optional. You choose the desired level or position, but remember--failure to build the foundation at the appropriate time may, in effect, close doors for advancement later in your career. At first glance this matrix appears to promote careerism and "square-filling." On the contrary, it is intended to illustrate the need for a broad foundation of expertise as you increase in rank and responsibility. The intent of the matrix is to exhibit the foundation of experience required for position and rank.

4.1.4. Figure 4.1 depicts the types of job opportunities available at different times in your career. As an example, if you are a captain with 9 years of service, you see that about 60 percent of your year group is still in the active force. Of that group, the largest percentage is at the base level (about 60 percent of the remaining population). Approximately 20 percent are at the MAJCOM level and another 12 percent are at the intermediate headquarters. In later years the balance shifts heavily to staff opportunities for majors and lieutenant colonels, with an accent on Headquarters Air Force (HAF) and joint positions. Command is a key consideration during the 14- through 19-year period.



**Figure 4.1. FY 94 Projection of Logistics Officer Distribution.**

4.1.4.1. Figure 4.2 shows the types of jobs or experiences that current logistics colonels have had compared to their peers who were not selected for promotion to colonel. This figure represents historical data. In comparison, early performance is an excellent indicator of future potential as evidenced by the below-the-zone (BPZ) promotion and in-residence PME rates. In general, the comparisons support the adage that, "the most important job to your professional development is the one you hold today."



**Historical Look at Today's Logistics Colonels**

**Figure 4.2. Senior Officer Experience Comparison (Logistics).**

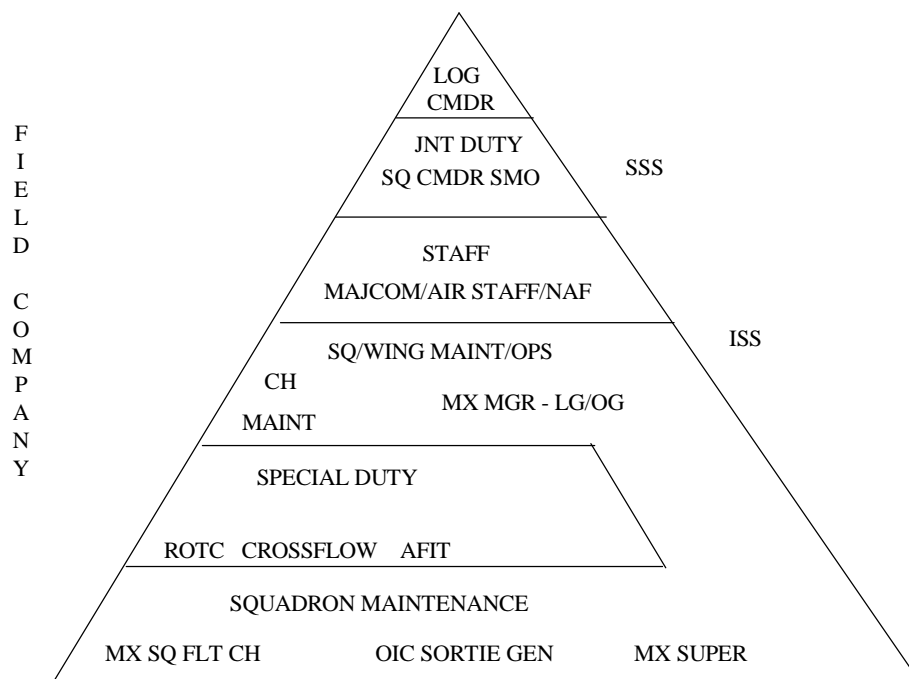
4.1.4.2. Figure 4.2 also supports the "three-legged-stool theory." The correlation between a tour in the Pentagon (HAF) or joint duty, and colonel promotions indicates the importance of high-level staff experience. Another experience differential between current colonels and their year-group peers is in the form of leadership as indicated by commander experience.

With the advent of the objective wing structure, the key test for promotion to colonel shifts to deputy support or logistic group command.

4.1.4.3. This figure also shows that PME factors into career development. All officers need to complete Squadron Officer School (SOS), preferably in-residence. Intermediate Service School (ISS) and Senior Service School (SSS) are also essential courses at the appropriate times. About 20 percent of those officers selected for major will be identified as candidates for ISS in-residence. These ISS students should expect a joint-duty staff assignment or a MAJCOM/Air Staff level position upon graduation. A joint tour is a mandatory requirement for promotion to general officer, and most colonels are joint duty specialty officers. Officers aiming for the senior logistic leadership positions should consider joint duty early in their field grade career so they do not limit their options when they make colonel. Selection for SSS in-residence occurs following the lieutenant colonel and colonel promotion selection boards. Approximately 12 percent of each year group will attend SSS in-residence between selection for lieutenant colonel and their 23d year of service.

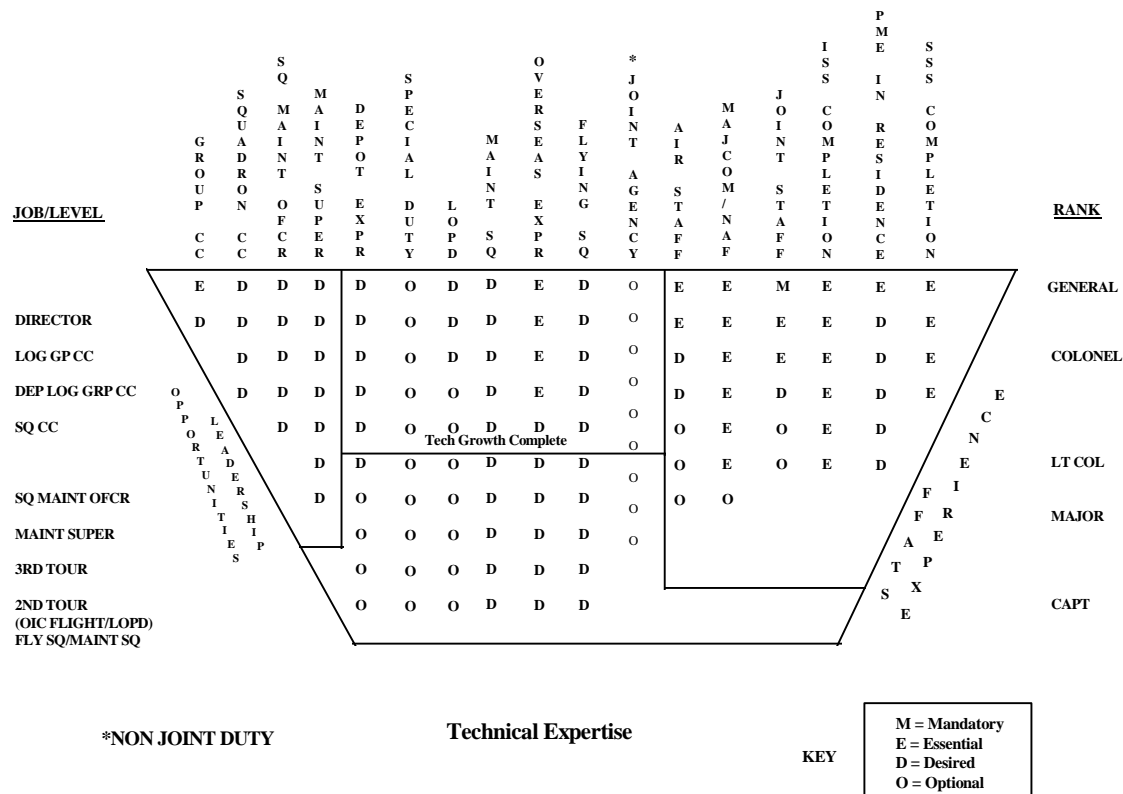
**4.2. Aircraft and Munitions Maintenance Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to command. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.2.1. To achieve harmony between these two objectives, your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.3 is the 21AX pyramid which shows the types of opportunities available at different times in your career. Figure 4.4 is the aircraft and munitions maintenance career path experience matrix which is based on the "three-legged-stool theory" of professional development. It indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in aircraft and munitions maintenance. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.



**Figure 4.3. Aircraft Munitions Maintenance Career Path Pyramid.**





**Figure 4.4. Aircraft Munitions Maintenance Career Experience Matrix.**

4.2.2. When initially assigned to aircraft maintenance, you are expected to build depth through technical experience within the aircraft maintenance arena. Unit level aircraft maintenance officers are initially assigned to one of two separate, but related unit-level responsibilities; flightline maintenance within a flying squadron, or backshop maintenance in a maintenance squadron.

4.2.2.1. Flightline maintenance production includes responsibility for on-aircraft maintenance; preparing aircraft for flight, refueling operations, towing, servicing hydraulics and oil, and launching and recovering aircraft. The paperwork side of aircraft sortie production includes responsibility for the weekly, monthly, and long-range flying schedules, aircraft utilization, certifying air-worthiness, and monitoring aircraft modifications and retrofit programs.

4.2.2.2. Backshop maintenance production includes responsibility for off-aircraft maintenance; repairing parts and components, bench testing and checking parts, rebuilding parts, engine repair and spare utilization, fuel cell and fuel system related repairs, and aircraft corrosion and painting programs.

4.2.2.3. Both sides of unit-level aircraft maintenance provide ample opportunities to supervise airmen of all ranks and experience levels. It is common to find aircraft maintenance officers leading and supervising as few as 30 technicians on their first assignment, to as many as 800 during their second and subsequent assignments. One or two permanent changes of station (PCS) moves are normally required for you to experience the full breadth of unit aircraft maintenance opportunities to sufficient depth. When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--seek opportunities on both sides of unit level maintenance--flightline and backshop.
- An overseas tour--approximately one-fourth of the maintenance billets worldwide are overseas. Short-tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development, and to hone skills in a typically austere environment.
- A change in MAJCOM--be mindful of the fact that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air or joint staff officer.

4.2.2.4. Upon completion of your second tour in aircraft maintenance, a variety of new options become available. You have the opportunity to:

- Concentrate on building depth--by leading a larger flight or branch (flightline or backshop).

- Compete for AFIT--the Air Force Institute of Technology. Officers graduating from this program are typically assigned to staff positions.

4.2.3. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets above the wing level for maintenance officers are prevalent in every major Air Force command and numerous joint service agencies (Defense Nuclear Agency (DNA), and the Defense Logistic Agency (DLA)). Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command.

4.2.3.1. In addition to maintenance positions, a limited number of staff billets can be found outside your career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy. Maintenance officers returning from these duties should target themselves for positions at the base level to hone their maintenance skills.

4.2.3.2. ISS students should expect to go to either a joint-duty staff assignment, or MAJCOM/Air Staff level job upon graduation. Joint duty is key to our warfighting capability, and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers not selected for PME in-residence still need to complete PME by correspondence, or in seminar.

4.2.4. For selected officers, technical expertise coupled with staff experience combine to make command material. Command billets exist at several levels. Senior captains can compete for detachment commander positions, while more seasoned majors and lieutenant colonels can compete for operational officer positions or maintenance squadron command. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders or deputy logistics group commanders.

4.2.4.1. After a successful leadership tour as a deputy group or squadron commander, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these officers are assigned to the Air Staff or joint-duty billets, and some are chosen for command at the group level. About 12 percent of any year group will attend SSS, and upon graduation these officers are typically assigned to an Air Staff or joint-duty billet. Following this tour, leadership opportunities as a logistics or support group commander become available.

4.2.4.2. This narrative does not suggest that all maintenance officers need to strive to be the Air Staff Director of Aircraft and Munitions Maintenance, or that there is only one ideal path to that level. However, the path to that level normally includes a strong technical base, squadron commander, joint duty, and an Air Staff tour prior to promotion to colonel. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.3. Logistics Plans and Programs Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, and prove the ability to command. These three components form a "three-legged stool," or road map, for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make today will greatly impact your future.

4.3.1. Your commander or supervisor is available to guide and counsel you. This career path is designed to help with your decisions. Figure 4.5 is the 25LX pyramid which shows the types of opportunities available in your career field. Figure 4.6 is a logistics plans and programs career path experience matrix which is based on the "three-legged-stool theory" of professional development. It identifies the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in logistics plans. The first leg is technical expertise; its foundation is laid early in your military career. Success in a challenging staff job is the second leg. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.

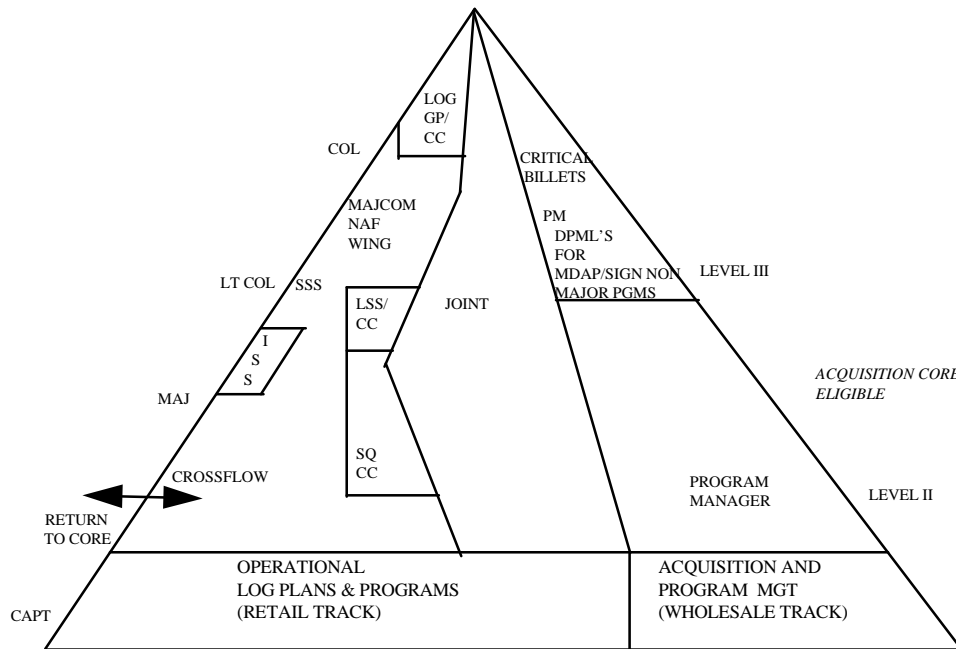


Figure 4.5. Logistics Plans and Programs Career Path Pyramid.

JOB/LEVEL	Technical Expertise												RANK
	C	C	C	C	C	C	C	C	C	C	C	C	GENERAL
DIRECTOR	D	D	D	D	D	D	D	D	D	D	D	D	COLONEL
LOG GRP CC		D	D	D	D	D	D	D	D	D	D	D	
SQ CC			D	D	D	D	D	D	D	D	D	D	
DET CC				D	D	D	D	D	D	D	D	D	LT COL
2ND TOUR (IMO/WRMO)					D	D	D	D	D	D	D	D	MAJOR
1ST TOUR (PLANS/WRM/MOBILITY)						D	D	D	D	D	D	D	CAPT

Figure 4.6. Logistics Plans Career Path Experience Matrix.

4.3.2. The logistics plans career field is a non-accession career field and depends, in large part, on the crossflow of officers from other logistics AFSCs (maintenance, supply, and transportation) to fill entry-level positions. Since a planner's duties cross these logistics disciplines, it is preferred that an officer have at least one assignment in maintenance, supply or transportation prior to entering into an initial logistics plans assignment.

4.3.2.1. When first assigned to the career field, you're expected to build depth through diverse work experience within logistics plans. The career field is comprised of both operational and wholesale logistics planners. The operational logistics planner is assigned to the logistics plans flight or combined plans shop and ensures the unit's readiness to mobilize and/or

receive forces to meet wartime or exercise or contingency taskings. Here you'll become fluent in mobility, war reserve materiel (WRM), support agreements and contingency planning. The wholesale logistics planner is deeply involved with supporting weapon systems, sub-systems and support equipment throughout each system's life cycle. These duties include managing programs for repair, modification, and overhaul.

4.3.2.2. The "recommended" career track is for an officer to complete two base-level assignments, one if the officer is cross-flowing from another logistics AFSC, then move to the wholesale side of logistics or to a MAJCOM staff. Rationale: the majority (two-thirds) of logistics plans assignments are operational. After these assignments you'll be able to bring current expertise to the MAJCOM planning staff or the wholesale community.

4.3.2.3. An assignment into AFMC after the second logistics plans assignment (captain or junior major) will allow you to meet all the training and experience requirements imposed by Defense Acquisition Workforce Improvement Act. After a tour in acquisition, and meeting 1 and 2 level, the officer has the option of returning to the operational side to compete for senior leadership positions, or volunteer for another assignment within program management or acquisition.

4.3.2.4. At least two permanent change of station (PCS) moves are generally required for you to experience the full breadth of unit level logistics plans opportunities to sufficient depth. When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--become the expert in every facet of logistics planning (mobility, WRM, base support planning, agreements, etc.). Seek out every opportunity to establish a firm foundation for future assignments, be it the chief, log plans flight, or the MAJCOM staff.
- An overseas tour--approximately one fourth of the logistics plans billets worldwide are overseas. Short-tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development, and to hone skills in a typically austere environment.
- A change in MAJCOM--be mindful of the fact that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. Some MAJCOMs units have logistics flights while others have a joint plans shop. Experience gained will lay the foundation for your future success as an Air Staff or joint staff officer.

4.3.2.5. Upon completing your second tour in logistics plans, and depending upon the number of years of service, a variety of new options become available. You'll have the opportunity to:

- Concentrate on building depth--by leading a larger flight or branch.
- Compete for AFIT--the Air Force Institute of Technology. Officers graduating from this program are assigned to advanced academic positions which require specialized training in logistics or acquisition.

4.3.3. The technical foundation you build early in your career will pay great dividends as you aspire to MAJCOM, Unified command, and joint service agency duties. Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command--making a background in more than one command desirable.

4.3.3.1. In addition to logistics plans positions, a limited number of staff billets can be found outside the career field. These include opportunities to serve as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy. Officers returning from these duties should target themselves for command or MAJCOM/JT staff opportunities.

4.3.3.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect to go either to a joint-duty staff assignment or MAJCOM or Air Staff level position upon graduation. Joint duty is key to our warfighting capability, and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers not selected for PME in-residence still need to complete PME by correspondence, or in seminar.

4.3.4. For selected officers, technical expertise coupled with staff experience combine to make command material. Operationally, command billets exist at several levels. Senior captains can compete for detachment commanders, while more seasoned majors and lieutenant colonels can compete for logistics support squadron commander positions. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders and deputy logistics group commanders. On the wholesale side, lieutenant colonels can expect to compete for key acquisition billets (deputy program manager for logistics or program element officer) which manage critical acquisition programs.

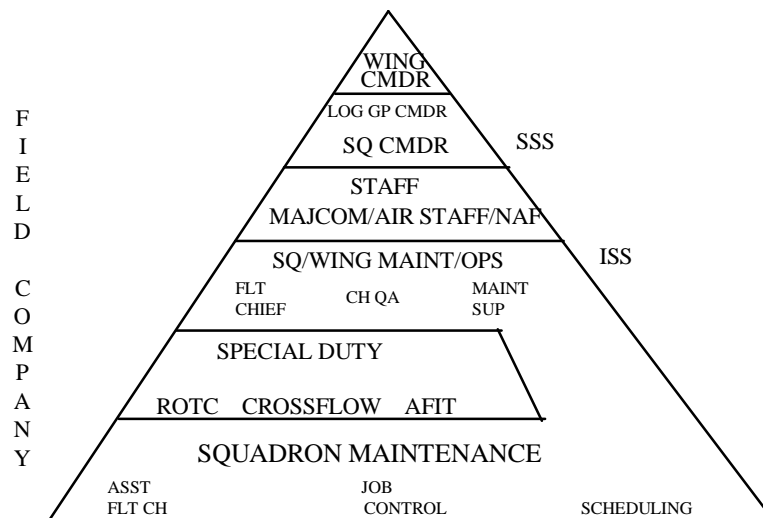
4.3.4.1. After a successful leadership tour as a deputy group or squadron commander, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these officers are assigned to the Air Staff or joint-duty billets, and some are chosen for command at the group level.

4.3.4.2. This narrative does not suggest that all logistics plans officers need strive to be the next Air Staff Director of Logistics, or that there is only one ideal path to that level. However, the path to that level normally includes a strong technical base, squadron commander, joint duty, and an Air Staff tour prior to promotion to colonel. Whatever your goals,

the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.4. Space and Missile Maintenance Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to command. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.4.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.7 the 22SX pyramid which shows the types of opportunities available in your career field. Figure 4.8 is a missile maintenance career path experience matrix which is based on the "three-legged-stool theory" of professional development. This figure indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in missile maintenance. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.



**Figure 4.7. Space and Missile Maintenance Career Path Pyramid.**

<u>JOB/LEVEL</u>																<u>RANK</u>		
	G R O U P  C C	S Q U A D R O N  C C	M A I N T  R E	F L I G H T  C H I E F	A F I T / M A S S T E R S	S P E C I A L  D U T Y	L O P D	S T A F F  W I N G	S P A C E  O P P S	M I S S I L E  O P P S	* J O I N T  A G E N C Y	A I R  S T A F F	M A J O R C O M / N A F	J O I N T  S T A F F	I S S  C O M P L E T I O N	P M E  I N  R E S I D E N C E	S S S  C O M P L E T I O N	
WING CC	E	E	D	D	D	O	O	O	E	E	O	E	E	M	E	E	E	GENERAL
DIRECTOR	D	E	D	D	D	O	O	O	E	E	O	E	E	D	E	D	E	COLONEL
LOG GP CC		E	D	D	D	O	O	O	E	E	O	D	E	D	E	D	E	
DEP LOG GRP CC		E	D	D	D	O	O	D	D	D	O	D	E	O	E	D	E	
SQ CC			D	D	D	O	O	D	D	D	O	O	E	O	E	D	O	
MAINT SUPER					D	D	O	O	D	D	D	O	O	O	E	D	O	
FLT CHIEF					D	O	O	O	D	D	D	O	O	O				
3RD TOUR						O	O	O	D	D	D	O						
2ND TOUR						O	O	O	D	D	D							

\*NON JOINT DUTY

Technical Expertise

KEY

M = Mandatory  
E = Essential  
D = Desired  
O = Optional

\*NON JOINT DUTY

Technical Expertise

KEY

M = Mandatory  
 E = Essential  
 D = Desired  
 O = Optional

**Figure 4.8. Space and Missile Maintenance Career Path Experience Matrix.**

4.4.2. When initially assigned to missile maintenance, you are expected to gain technical experience through diverse work in the maintenance arena. Maintenance is comprised of three squadrons: logistics support, organizational missile maintenance (OMMS), and field missile maintenance (FMMS). Within these squadrons are various flight chief positions that you should work towards (i.e., job control, scheduling control in logistics support, missile mechanical, missile electrical in OMMS, and field maintenance shops in FMMS).

4.4.2.1. One or two permanent changes of station (PCS) moves are normally required for you to experience the full breadth of these opportunities in sufficient depth. When contemplating such a move, keep in mind a balanced approach to professional development--if you spent the past several years assigned to FMMS, then seek opportunities in OMMS, or the logistics support squadron. Upon completion of your first tour in maintenance, a variety of new options become available to you. You have the opportunity to:

- Concentrate on building depth by managing a larger flight.
- A tour in space or missile operations to build a strong space and missile foundation.
- Compete for AFIT--the Air Force Institute of Technology. Officers graduating from this program earn a masters of science in logistics, and are assigned to advanced academic degree billets, where their newly learned analytical skills are employed. The majority of advanced academic degree billets are at the intermediate and MAJCOM staff level.

4.4.3. The technical foundation you built early in your career will pay great dividends as a staff officer. Staff billets above the wing level for missile maintenance officers are in 20AF, Space Command, US Strategic Command, and Headquarters Air Force. In addition to missile maintenance staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy.

4.4.3.1. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect to go to either a joint-duty staff assignment or MAJCOM or Air Staff level job upon graduation. Joint duty is key to our warfighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers not selected for PME in-residence still need to complete PME by correspondence, or in seminar.

4.4.4. For selected officers, technical expertise coupled with staff experience combine to make command material. Command billets exist at several levels. Assignments for senior lieutenant colonels also include opportunities to serve as

ROTC detachment commanders, deputy base commanders, or deputy logistics group commanders. After a successful leadership tour, officers competing for lieutenant colonel or colonel will have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most officers are assigned to Air Staff or joint-duty billets. Following this tour, leadership opportunities as a logistic or support group commander, or as a vice wing commander, become available.

4.4.5. This narrative does not suggest that all missile maintenance officers need to strive to be wing commanders, or that there is only one ideal path to that level. However, experience indicates that a successful missile maintenance career normally includes a strong technical base, squadron command, joint duty, and an Air Staff tour prior to promotion to colonel. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.5. Supply Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to command. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will impact your future.

4.5.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.9 is the 23SX pyramid which shows the types of opportunities available in our career field. Figure 4.10 is a supply career path experience matrix which is based on the "three-legged-stool theory" of professional development. This figure indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in supply. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.

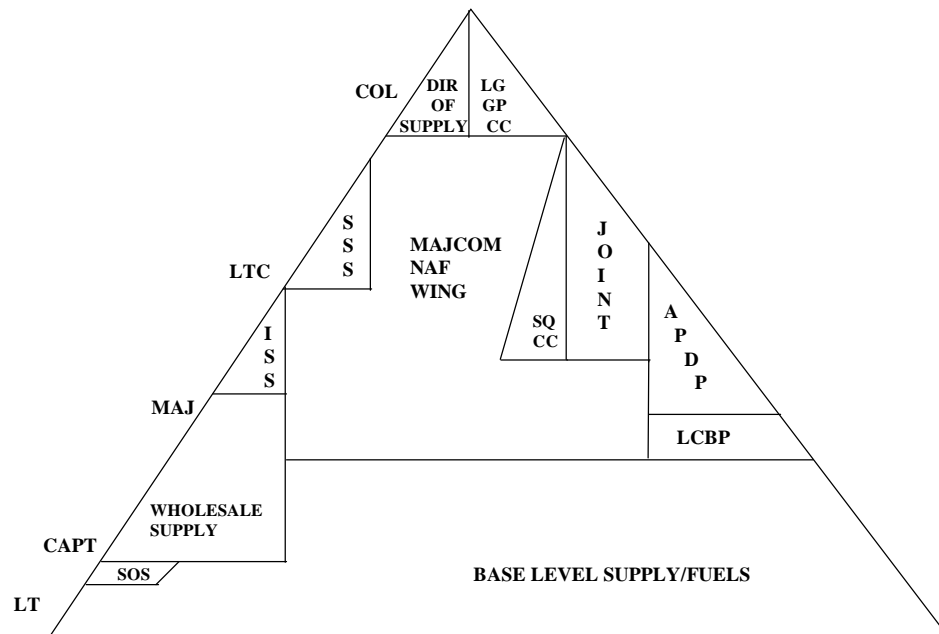


Figure 4.9. Supply Career Path Pyramid.

JOB/LEVEL	OPERATIONS										JOINT										MISSIONS										RANK																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
	GROUNDS	QUARTERS	ATTACHMENTS	STAFF	AFRICAN	SPAIN	OVERSEAS	JOINT	ARMY	NAVY	AIR	JOINT	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE		COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE	COMBAT	MISSIONS	INTELLIGENCE

\*NON JOINT DUTY

Technical Expertise

KEY

M = Mandatory  
E = Essential  
D = Desired  
O = Optional

**Figure 4.10. Supply Career Path Experience Matrix.**

4.5.2. When first assigned to supply, you are expected to gain technical experience within the career field. Supply is comprised of five distinctly different work centers: Management and systems, operations support, materiel management, fuels management, and materiel storage and distribution.

4.5.2.1. To experience the full breadth of these opportunities in sufficient depth, a minimum of two permanent changes of station (PCS) moves are normally required. When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--if you spent the past several years assigned to a base supply unit, then seek opportunities in a staff position whether it be a MAJCOM or joint position.
- An overseas tour--approximately one-third of the supply billets worldwide are overseas. Short-tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development, and to hone leadership skills in a typically austere environment.
- A change in MAJCOM--experience in several different major commands will give you a broader view of the total Air Force mission, and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air Staff or joint staff officer.

4.5.2.2. Upon completion of your second tour in supply, a variety of new options become available. You'll have the opportunity to:

- Concentrate on building depth--by managing a larger branch or section in one of the larger supply accounts.
- Compete for AFIT--the Air Force Institute of Technology. Officers graduating from this program earn a master's of science in logistics, and are assigned to advanced academic degree billets, where their newly learned analytical skills are employed. The majority of advanced academic degree billets are at the intermediate and MAJCOM staff level.
- Compete for the Logistics Career Broadening (LCBP) Program--a selective assignment program that provides opportunities for officers to gain experience in wholesale logistics at one of the Air Logistics Centers (ALC). Selected officers typically complete a 3-year tour at one of the ALCs.

4.5.3. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets above the wing level are prevalent in every major Air Force command, and numerous joint service agencies such as the Defense Logistic Agency (DLA). Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command--making a background in more than one command desirable.

4.5.3.1. In addition to supply staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in: ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy. Officers who choose to cross-flow should do so early in their career field in order to return before meeting the majors board in the primary zone.

4.5.3.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or MAJCOM or Air Staff level position upon graduation. Joint



duty is key to our warfighting capability, and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for PME in-residence, must complete PME by correspondence, or in seminar.

4.5.3.3. For selected officers, technical expertise coupled with staff experience combine to make command material. Senior captains can compete for detachment commanders while more seasoned majors and lieutenant colonels compete for chief of supply or commanders billets. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders and deputy logistics group commanders. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these officers are assigned to the Air Staff or joint-duty billets, and some are chosen for command at the group level.

4.5.3.4. This narrative does not suggest that all supply officers need to strive to be the Air Staff Director of Supply, or that there is only one ideal path to that level. However, studies indicate that a successful Air Force supply career normally includes a strong technical base; solid staff experience, and challenging leadership positions. Squadron command, joint duty, and an Air Staff tour appear to be essential building blocks for promotion to senior logistics positions. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.6. Transportation Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will impact your future.

4.6.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.11 is the 24TX pyramid which shows you the type of opportunities available in our career field. Figure 4.12 is a transportation career path experience matrix which is based on the "three-legged-stool theory" of professional development. This figure indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in transportation. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.

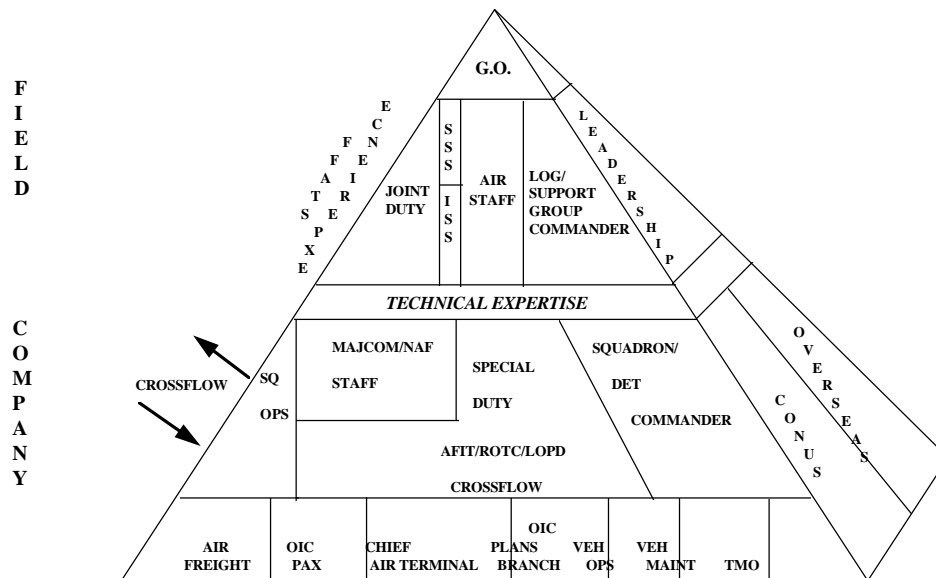


Figure 4.11. Transportation Career Path Pyramid.

AIR										P M E S S										RANK
* J O I N T										I S S I N C O M P L E T I O N										
A I R										M A J O R										
S T A F F										J O I N T										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										
S T A F F										S T A F F										

Figure 4.12. Transportation Career Path Experience Matrix.

4.6.1.1. When first assigned to transportation, you are expected to build depth through technical experience within the career field. Transportation is divided into two parts, ground and air. Ground transportation is comprised of four distinctly different work centers: traffic management; vehicle operations; vehicle maintenance; and plans and programs. Air transportation is comprised of freight, passenger, air terminal, and plans.

4.6.1.2. To experience the full breadth of these opportunities in sufficient depth, a minimum of two permanent changes of station (PCS) assignments are normally required. When contemplating such a move keep in mind the following:

- A balanced approach to professional development--if you have spent the past several years assigned to a ground unit, then seek opportunities on the air side.
- An overseas tour--approximately one-third of the transportation billets worldwide are overseas. Short-tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development, and to hone leadership skills.
- A change in MAJCOM--experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air Staff or joint staff officer.

4.6.1.3. Upon completing your second tour in transportation, a variety of new options become available. You'll have the opportunity to:

- Concentrate on building depth--by managing a larger branch section (in either air or ground).
- Compete for AFIT--the Air Force Institute of Technology. Officers graduating from this program earn a Master's of Science in Logistics, and are assigned to advanced academic degree billets, where their newly learned analytical skills are employed. The majority of advanced academic degree billets are at the intermediate and MAJCOM staff level.

4.6.2. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets above the wing level are prevalent in every major Air Force command and numerous joint service agencies (Military Traffic Management Command (MTMC), the Defense Logistics Agency (DLA), US Transportation Command (USTRANSCOM) etc.). Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command--making a background in more than one command desirable.

4.6.2.1. In addition to transportation staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in: ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy. Officers who choose to cross-flow should do so early in their career in order to return before meeting the majors board in the primary zone.

4.6.2.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint duty staff assignment or MAJCOM or Air Staff level position upon graduation. Joint duty is key to our warfighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence, or in seminar.

4.6.3. For selected officers, technical expertise coupled with staff experience combine to make command material. Command billets exist at several levels. Senior captains can compete for detachment commanders, while more seasoned majors and lieutenant colonels compete for transportation and aerial port command. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders and Deputy Logistics Group Commanders. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these officers are assigned to the Air Staff or joint-duty billets, and some are chosen for command at the group level.

4.6.3.1. This narrative does not suggest that all transportation officers need strive to be the next Air Staff Director of Transportation, or that there is only one ideal path to that level. However, studies indicate that a successful Air Force transportation career normally includes a strong technical base; solid staff experience, and challenging leadership positions. Squadron command, joint duty, and an Air Staff tour appear to be essential building blocks for promotion to senior logistic positions. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

## ***Section B--Acquisition***

**4.7. Introduction to the Acquisition Officer Career Paths.** These career paths will help you plan and achieve your Air Force career goals as an acquisition officer. There are no definitive, concrete steps that need to be attained to reach rank. However, there are some requirements for assignment to certain acquisition positions in the acquisition workforce. Under the Defense Acquisition Workforce Improvement Act (DAWIA), Congress mandated the establishment of a DoD acquisition corps. The corps, activated 1 October 1993, consists of acquisition officers and civilians in the grade of major and GM/GS-13, and above, who have met the criteria established by law for membership status. Information concerning the criteria can be obtained from your career field functional manager. Congress also mandated, as part of DAWIA, the identification of certain acquisition positions of significant responsibilities in which the primary responsibilities are

supervisory or management duties. These positions, to be filled by corps members, are identified by the various services and are commonly referred to as critical acquisition positions. As acquisition officers, membership in the acquisition corps and assignment to a CAP is a significant achievement and a tool for guiding an individual's career goals. This unit discusses topics applicable to all acquisition officers: Scientific research development, developmental engineering, program management, financial management, and contracting.

4.7.1. The first step in any career plan is to define your goals. Many officers have not set clear-cut goals, however, goals are the key to success. Consider the following questions:

"What do I want to do?"

Individual goals: Professional, personal, family.

"Do I want to be a ..." program director? senior staff officer? squadron commander? acquisition specialist? deputy program director?

4.7.1.1. Regardless of your individual answers to these questions, goals are essential elements in achieving a successful career. You are the only one who knows your goals. AFMPC will not code them in the computer. You can keep your goals to yourself or discuss them with your commander during career counsel. It's your choice. The remainder of this narrative may help you clarify your goals, provide items for discussion, and plan your future. An analysis of highly successful senior Air Force officers reveals their success is patterned around the "three legged-stool theory." You too can use this theory to pattern your career.

4.7.2. The key to a successful Air Force career involves a proper balance of operations or technical expertise, staff, and leadership experience. A solid foundation in these areas will pay high dividends in the future.

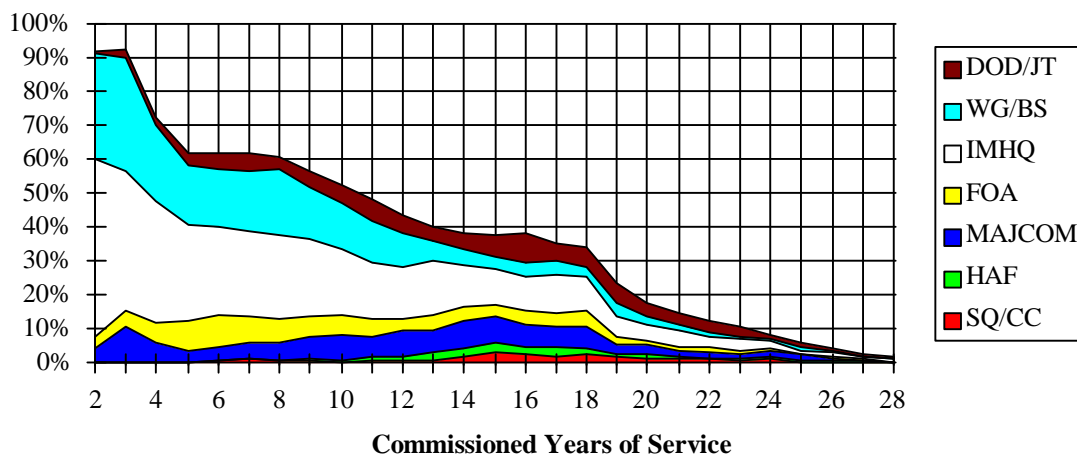
4.7.2.1. Building technical expertise occurs early in your acquisition career, regardless of your individual goals. Developing technical expertise requires timely changes from one position to another in order to establish a broad base of experiences. Without a solid foundation of technical knowledge, you cannot build the remaining legs of experience.

4.7.2.2. Staff billets provide an opportunity to develop both the "big picture" view of the mission, and a chance to hone your decision making skills. The level of staff is important; the current emphasis is on placing the Air Force's very best officers in joint-duty billets. Increased job responsibility is key in developing areas of expertise that will enhance your decision making and leadership skills.

4.7.2.3. Opportunity to lead starts as early as project manager and can continue with squadron commander positions and above. Remember, Air Force promotions are based on future potential. Success in a tough leadership role demonstrates attributes desired for senior Air Force leadership such as squadron command.

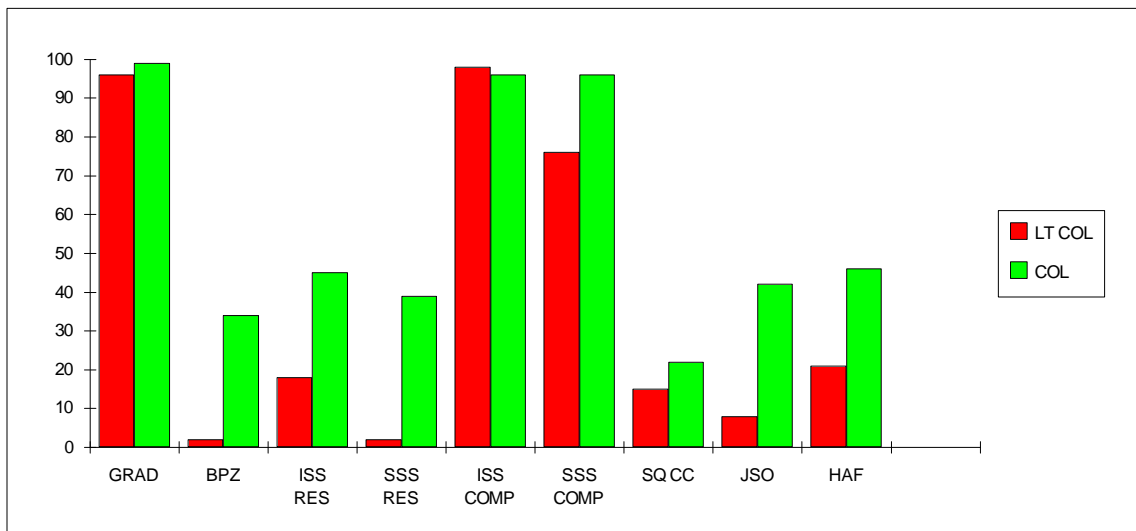
4.7.3. A career path experience matrix appears in the appendix to each AFSC. This matrix identifies job types and experiences which are mandatory, essential, desired, or optional.

4.7.4. Figure 4.13 as a captain with 9 years of service, you see that about 60 percent of your year group is still in the active force. Of that group, 40 percent is at the intermediate headquarters or product centers. In later years, the balance shifts to staff and joint opportunities for majors and lieutenant colonels.



**Figure 4.13. FY 94 Projection of Acquisition Officer Distribution.**

4.7.5. Figure 4.14 shows the types of jobs or experiences that current acquisition colonels have had compared to their peers who were not selected to colonel. This figure represents historical data. In comparison, early performance is an excellent indicator of future potential as evidenced by the below-the-zone (BPZ) promotion and in-residence PME rates. In general, the comparisons support the adage that, "the most important job to your professional development is the one you hold today."



**Figure 4.14. Senior Officer Experience Comparison (Acquisition).**

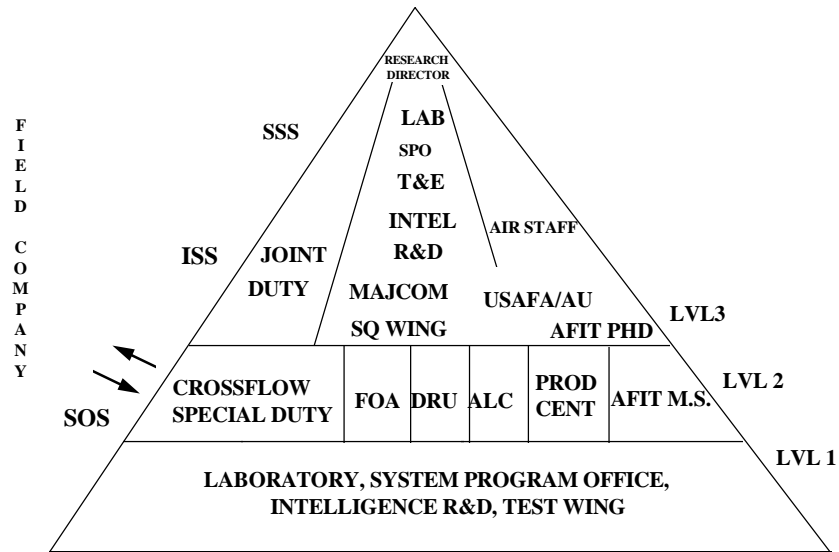
4.7.5.1. Figure 4.14 also supports the "three-legged-stool theory". The correlation between a tour in the Pentagon (HAF) or joint duty, and colonel promotions indicates the importance of high-level staff experience.

4.7.5.2. This figure also shows that PME is a positive factor in career development. All officers need to complete PME at the appropriate time. About 30 percent of those officers selected for major will be identified as candidates for intermediate service school (ISS) in-residence. Selection for Senior Service School (SSS) in-residence occurs following the lieutenant colonel and colonel promotion boards. Approximately 12 percent of any year group can attend SSS in-residence.

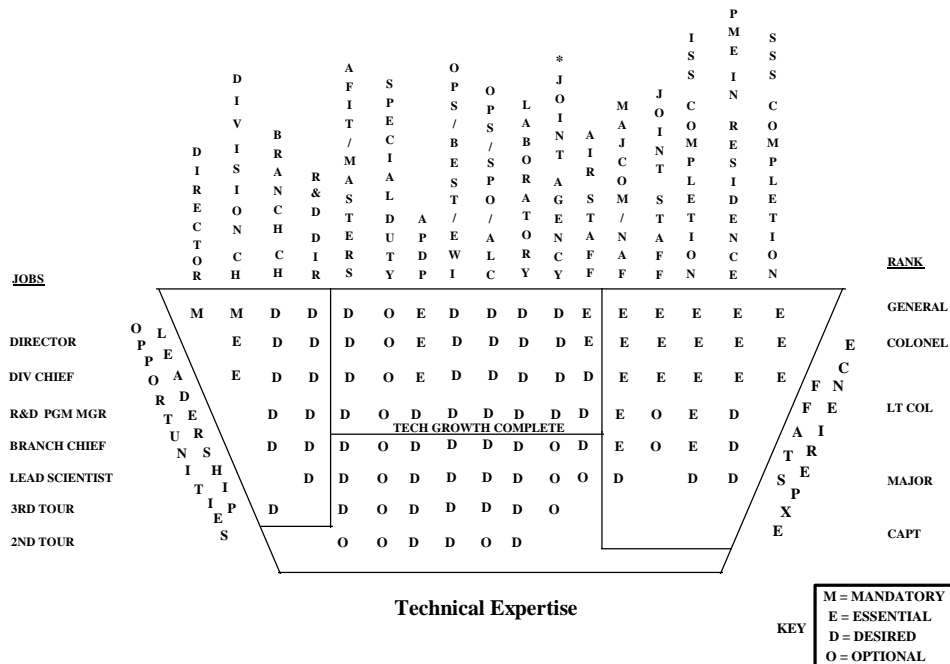
4.7.5.3. The AFSC specific paragraphs which follow build upon the "three-legged-stool theory" by providing specific guidance for each acquisition career field.

**4.8. Scientific Research and Development Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.8.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.15 is the 61SX pyramid which shows you the type of opportunities available in your career field. Figure 4.16 is a scientific research and development career path experience matrix which is based on the "three-legged-stool" theory of professional development. This matrix indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in scientific officer career development. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.



**Figure 4.15. Scientific Research and Development Career Path Pyramid.**



**Figure 4.16. Scientific Research and Development Career Path Experience Matrix.**

4.8.2. When initially assigned to the scientific research and development career field, you are expected to build depth through technical experience within the career field. Ordinarily, an officer who enters one of the scientific fields will work with other junior officers in assisting more experienced officers, or civilians on research, development, test, or program acquisition activities. For the physicist and chemist, this will probably be a job in research and development at one of AFMC's many laboratories or program offices.

4.8.2.1. For the behavioral scientist, your initial job may be with the Occupational Measurement Squadron, or perhaps working human factors engineering with the Armstrong Lab. For the analytical or mathematical scientist, this assignment may fall into one of many areas ranging from the operational test and evaluation of aircraft, missile, or space systems to working manpower or force projection analysis at a MAJCOM. These are only examples of some areas to which a scientific officer may initially be assigned. The emphasis, regardless of assignment, is on development and enhancement of technical skills.

4.8.2.2. The scientific officer's second and third assignment will continue to develop and enhance technical depth, while pursuing greater breadth of experience. At this time, the scientist can begin to identify an area of expertise or track to mold his or her career. These predominant areas within the scientific specialty are: acquisition, test and evaluation, intelligence, and technical or instructor.

4.8.3. Although individual specialties vary, the majority of officers assigned to the scientific research and development utilization field are involved in the systems acquisition process. Most scientific officers will find that their route to professional development is in this area. In general, this will be the development pattern for many officers who remain in the scientific research and development specialties beyond the grade of major, and therefore, professional development should be planned within the context of this pattern. Acquisition assignments vary from laboratories, product centers, air logistics centers (ALC), and system field activities. As a scientist assigned to an Air Force or government laboratory, you will conduct research on emerging technologies, manage programs, or provide technical support. Duties at an ALC include analyses of system upgrades, modifications, and devising fixes for system deficiencies. In a few cases, you can be assigned to the field to provide on-site support of an operational unit or system.

4.8.4. A subset of the system acquisition process, the test and evaluation track consists of work in test wings, program office development testing, and the Air Force Operational Test and Evaluation Center (AFOTEC). While moving throughout these areas, the officer should also try to include a tour at an ALC or lab. The ultimate goal of specializing in the field of test and evaluation is to become a test director.

4.8.5. A combination of acquisition and field research and development, intelligence assignments range from the National Air Intelligence Center (NAIC) to the Air Force Intelligence Agency (AIA) to the Defense Intelligence Agency (DIA). An officer may also enter into a "black world" intelligence program or intelligence system program office (SPO). This intelligence track should be pursued with the intent of working toward lead program scientist, or analyst, or top position within an intelligence agency.

4.8.6. The technical or instructor track is centered around conducting research in laboratories, obtaining a doctorate degree, and instructing at AFIT or the United States Air Force Academy (USAFA). One important point to note is that an officer with a master's degree may instruct at the USAFA (in fact, an academy instructor may be selected by USAFA to attend a civilian institution for a PhD). Other assignments oscillate from the lab to school or may include technical advisor or analyst duty. Scientific officer may begin his or her career in SPO, ALC, or lab, then attend AFIT for his or her second tour. After obtaining an MS in a scientific discipline, the officer may pursue a PhD or return to the lab to conduct research. Officers seeking PhDs should complete their education by their third tour. Opportunities as a professor at AFIT or USAFA are options. Once the officer is in the instructor role, he or she may proceed up the "ladder" to become a department head or dean. Another option is to return to the laboratory or SPO and progress to laboratory commander. Following completion of an officer's directed duty assignment, returning to another scientific track is also an alternative.

4.8.7. In addition to assignments within the specialty, there are other opportunities the officer may compete for to enhance his or her career:

4.8.7.1. An officer does not have to be on the instructor track to go to the Air Force Institute of Technology (AFIT) for a masters or PhD. An officer who completes AFIT will use their newly acquired knowledge in positions designated as requiring an advanced degree. The majority of masters degree billets are at the MAJCOM or intermediate level, while PhD billets are concentrated in the laboratory, analysis groups, and teaching environments. Following completion of the 3-year directed duty assignment (DDA), returning to another scientific track is also an alternative.

4.8.7.2. Education with Industry (EWI) is an AFIT program designed to provide selected officers "hands-on" experience with a civilian industry organization, management, and technology. Officers are assigned for 10 months to a civilian institution and work with company officials in a corporate setting. Knowledge gained through EWI is then applied in the officer's Air Force specialty.

4.8.7.3. Engineering and Scientist Exchange Program (ESEP) is a program run by AFMC and offers a 2-year tour with an allied nation to increase cooperation and technical exchange in the Research & Development (R&D) environment. Selected officers are assigned to the host government in its defense related laboratories, institutions and private industry. Tour length is approximately 30 months, which includes 6 months at the Defense Language Institute, and 24 months abroad.

4.8.7.4. The RAND Research Fellowship program is sponsored by the RAND Corporation and endorsed by the Air Force. An officer will spend 1 year at a RAND facility conducting research in a particular area of interest to the Air Force and then follow on with an assignment to the Air Staff utilizing their particular area of research.

4.8.7.5. A Broadening Experience Tour (BEST) or an Operational Experience (OPEX) tour is an AFMC sponsored program that gives an officer the opportunity to perform duties in an operational AFSC (e.g., aircraft or missile operations or maintenance).

4.8.7.6. The officers who have chosen the acquisition track and wish to be a program director or chief scientist, should compete for the Program Managers Course at Defense System Management College (DSMC). This is a 5-month TDY and

is mandatory for level III certification in the Program Management track of the Acquisition Professional Development Program (APDP).

4.8.7.7. A number of billets can be found outside the career field. Opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, the Air Force Academy, or Recruiting Service, or as an International Political Military Affairs Officer. Additionally, an officer can pursue any other Air Force specialty job he or she is qualified to hold. In both the special duty and crossflow areas, the officer will spend one tour, usually 3 to 4 years, and then transition back to the scientific career field having gained valuable experience.

4.8.8. Regardless of which track and/or assignments the officer wishes to pursue, to experience the full breadth of assignment opportunities in sufficient depth, three different tours within the specialty are normally required. The average tour length for a scientist is around 3 1/2 to 4 years at a base with two different jobs. However, recent board actions (e.g., promotion, regular Air Force) indicate that the perception of "homesteading" is still negative.

4.8.8.1. At around the 11-year point, the scientific officer will have had three to four tours and sufficient technical depth, and should be competitive for selection to the grade of major. The officer should have completed Squadron Officers School either in-residence (the preferred method) or by correspondence, and have a completed master's degree (either through AFIT or civilian program). To be competitive for the good staff jobs, a technical masters is a must. Analytical, scientific, or engineering MS or PhD degrees are the *norm* not the exception in the SR & D career field.

4.8.9. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets are available in every Air Force major command, Air Staff and numerous joint service agencies (Defense Nuclear Agency (DNA), Defense Intelligence Agency (DIA), Defense Logistics Agency (DLA), etc.). Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command. Therefore, experience in more than one command is desirable.

4.8.9.1. In addition to acquisition staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or the Air Force Academy. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or MAJCOM/Air Staff level position upon graduation. Joint duty is key to our war fighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence, or by seminar.

4.8.10. For selected officers, technical expertise coupled with staff experience combine to make command material. Command/Director billets exist normally at the upper field grade level for scientists. Senior captains can compete for branch chief and lead scientist positions, while more seasoned majors and lieutenant colonels compete for R&D program director positions. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders and system program managers.

4.8.10.1. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also be considered for in-residence attendance at Senior Service School (SSS), like Air War College, Industrial College of the Air Force, and National War College. Upon graduation, most of these officers are assigned to the Air Staff or joint-duty billets. A selected few are chosen to be lab commanders or research directors.

4.8.10.2. This narrative does not suggest that all scientific research and development officers need strive for one ideal path. However, studies indicate that a successful Air Force scientist career normally includes a strong technical base, solid staff experience, and challenging leadership positions. R&D director, joint duty and an Air Staff tour appear to be essential prerequisites for promotion to colonel. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.9. Developmental Engineering Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.9.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.17 is the 62EX pyramid which is really a multi-layered triangle that illustrates the different "tracks" an engineering officer may pursue. The face of the pyramid shows the acquisition track. The intelligence, test, and technical or instructor tracks are shown along the right side. These are not meant to imply a "stove pipe" approach to career planning--in fact, crossflow between tracks is encouraged, and will be essential to reaching the top leadership positions.

4.9.1.1. All engineering officers will start their careers in a lab, System Program Office (SPO), Air Logistical Center (ALC), engineering or analysis support organization, or in the operational experience (OPEX) program. Examples of the types of job or organizations necessary for progression in each track are shown as you ascend the pyramid. Appropriate



times for crossflow to or from other Air Force specialty codes (AFSC), when to complete professional military education (PME), and when to complete Acquisition Professional Development Program (APDP) certifications are also shown. This figure represents an overview of several options, and provides general guidance for the engineering officer.

4.9.1.2. Figure 4.18 is an engineering career path experience matrix which is based on the "three-legged-stool theory" of professional development. This matrix indicates the types of jobs and experiences which are: Mandatory (M)--required by law or directive; essential (E)--historically shown to be required to obtain this rank or position; desired (D), or optional (O) for success at various levels in engineering. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced.

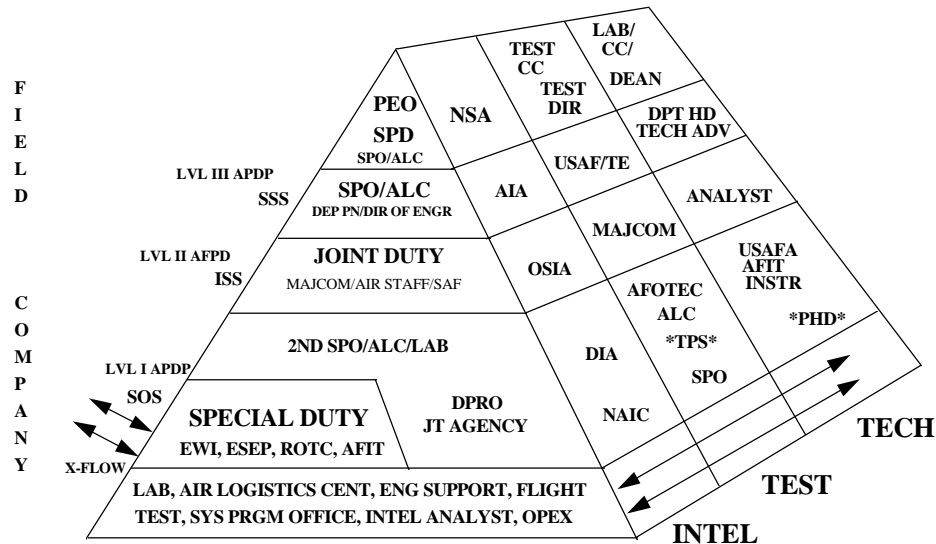


Figure 4.17. Development Engineer Career Path Pyramid.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Figure 4.18. Developmental Engineer Career Path Experience Matrix.

4.9.1.3. The matrix shows the necessity of various experience factors for an engineering officer to progress to various jobs and ranks. It illustrates which aspects of technical expertise, staff experience and leadership opportunities are important to career progression. These experience factors are shown across the top of the matrix. The officer rank and examples of types of engineering jobs one can expect are shown at the right and left of the matrix, respectively. To interpret the matrix, determine the rank or job of interest, then read which factors are optional, desired, essential, or mandatory to achieve that position.

4.9.1.4. For example, if one desires to be a colonel or program director--(1) previous director or commander experience is desired, (2) branch and/or division chief experience is essential, (3) attendance at Defense Systems Management College (DSMC) program manager's course is desired, (4) Air Force Institute of Technology (AFIT) (master's) degree is desired, (5) appropriate certification in APDP is mandatory, (6) OPEX/broadening experience tour (BEST)/Education with Industry (EWI) experience is desired, (7) graduation from Test Pilot School (TPS) is desired, (8) Engineering and Scientific Exchange Program (ESEP) and/or instructor experience is desired, (9) SPO and/or ALC experience is essential, (10) experience in a joint agency is optional, (11) Air Staff experience, MAJCOM and/or Secretary of the Air Force (SAF) staff experience, Joint Chiefs of Staff (JCS) experience, Intermediate Service School (ISS) and Senior Service School (SSS) in-residence graduation are all essential.

4.9.2. When initially assigned to engineering you are expected to build technical experience through diverse work in the career field. Engineering is divided into four major career tracks: acquisition, technical or instructor, test, and intelligence. To progress you must continue to successfully perform duties at succeeding levels.

4.9.2.1. Acquisition occurs in distinctly different work centers including laboratories, SPOs, ALCs, and system field activities. As an engineering officer assigned to an Air Force or government laboratory, you will conduct research on emerging technologies, manage programs, or provide technical support to SPOs. Engineers assigned to SPOs are the technical points of contact for various aspects of a system the Air Force is procuring. You may be the electrical power engineer or a radar engineer for an aircraft program. In an ALC, an engineer is the technical point of contact for systems already fielded. Duties at an ALC include upgrading systems, devising fixes for system deficiencies, and being a technical liaison to SPOs. As a field engineer, you are assigned to an operational unit to provide on-site support for a system. Duties are similar to ALC duties except you would be on-site providing real-time fixes for system problems.

4.9.2.2. The technical or instructor track is centered around conducting research in laboratories, obtaining a doctorate degree, and instructing at AFIT or the United States Air Force Academy (USAFA). One important point to note is that an officer with a master's degree may instruct at the USAFA (in fact, an academy instructor may be selected by USAFA to attend a civilian institution for a PhD). Other assignments oscillate from the lab to school or may include technical advisor or analyst duty. An engineering officer may begin a career in a SPO, ALC, or lab, then attend AFIT for the second tour. After obtaining an MS in engineering, you may pursue a PhD or return to the lab to conduct research. Officers seeking PhDs should complete their education by their third tour. Opportunities as a professor at AFIT or USAFA are options. Once the officer is in the instructor role, it is possible to proceed up the "ladder" to become a department head or dean. Another option is to return to the laboratory or SPO and progress to laboratory commander. A directed duty assignment (DDA) to a billet coded for the appropriate advanced degree is mandatory for payback for an AFIT degree. Following completion of an officer's DDA, returning to another engineering track is also an alternative.

4.9.2.3. The test track is closely related to the acquisition track. However, the engineering officer should strive to work in test organizations such as test wings, the Air Force Operational Test and Evaluation Center (AFOTEC) or the Air Force Flight Test Center (AFFTC). One important aspect of the test track is selection for Test Pilot School (TPS) Flight Test Engineer (TPS will be covered later in this career path). Graduation from TPS is essential to obtain key leadership positions on the engineering test track. For breadth and depth of experience, the test track should also include tours in SPO and/or ALC. On the test track, an officer strives to become a test director or commander.

4.9.2.4. The intelligence track is a mix of acquisition and field engineering. Assignments include tours in the Air Force Information Warfare Center, National Security Agency (NSA), Air Force Intelligence Agency (AIA), Defense Intelligence Agency (DIA), National Air Intelligence Center (NAIC), Air Intelligence Squadrons (AIS), and various overseas locations. An officer should complete tours of duty in an intelligence SPO or in a "black world" intelligence program. On the intelligence track, an officer would be working toward the goal of director of an NSA or NAIC program or as director of engineering in one of the intelligence agencies.

4.9.3. To experience the full breadth of these opportunities in sufficient depth, three different assignments are normally required. The average tour length for an engineer is 4 years at a base with two different jobs. While it seems an officer could stay at a specific location (e.g., Wright Patterson AFB or Washington D.C.) for a longer period of time with several assignment changes, all recent board actions (e.g. promotion, regular Air Force) indicate that the perception of "homesteading" is very negative. To obtain breadth, permanent changes of station (PCS) moves are required. When contemplating such a move, keep in mind the following:

4.9.3.1. A balanced approach to professional development--if an officer on the acquisition track spent the past several years assigned to SPO or lab, then seek opportunities on the ALC side. If an officer has sufficient acquisition experience, an option is a requirements definition job at an operational MAJCOM. On the technical or instructor track, if you spent your first tour in the lab, SPO, or ALC, then pursue an advanced degree from AFIT with the objective of getting a PhD. If your first tour was at AFIT obtaining a master's degree, your best opportunities are in a lab.

4.9.3.2. Operational experience tour (OPEX)/Broadening Experience Tour (BEST)--Operational experience is an important part of the acquisition track. BEST or OPEX tours give an engineer the opportunity to perform duties in an operational command in an operational AFSC (air weapons director (13BX), missile operations (13SX), space operations (13SX), missile maintenance (22SX), aircraft maintenance (21AX), and intelligence (14NX)). Tour length in the operational AFSC is usually 4 years, plus training. Upon completion, the officer returns to the engineering field to continue engineering or acquisition duties. The OPEX program applies to newly commissioned second lieutenants and the BEST program applies to junior and mid-level captains. The OPEX program is run by HQ AFMPC. The BEST Program is run by HQ AFMC/DPRO.

4.9.3.3. A change in MAJCOM--remember that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. For example, if an officer is on the intelligence track, a move from an intelligence SPO to AIA is an option. This knowledge will lay the foundation for future success as an Air Staff or joint staff officer.

4.9.3.4. A change in AFSC--another way of gaining breadth of experience is to serve in a different duty AFSC.

4.9.3.5. Joint agency jobs as a company grade officer--assignment to a DoD level agency (National Security Agency (NSA), Defense Nuclear Agency (DNA), DIA, Defense Logistics Agency (DLA), etc.) is an excellent way to broaden your acquisition and technical experience. For example, an assignment to a Defense Plant Representative Office (DPRO), gives an engineering officer the opportunity to monitor contractor engineering activities at a contractor facility. Do not confuse these jobs with joint-duty jobs. Joint-duty jobs are at the same agencies, but are for field grade officers meeting special requirements.

4.9.3.6. Compete for AFIT--officers can obtain both master's and doctoral degrees from AFIT. To use their newly learned skills, officers are assigned to billets requiring that degree. Some advanced degree positions are at the SPO level. The majority of advanced degree billets are in the laboratory or test organizations. PhD billets are concentrated in the laboratory or teaching environment. The governing regulation is AFCAT 36-2223, *USAF Formal Schools*.

4.9.3.7. Compete for Engineer and Science Exchange Program (ESEP)--This highly competitive program is run by the International Cooperation Division at HQ AFMC/ST. The program offers a 2-year tour with an allied nation to increase cooperation and technical exchange in the Research & Development (R&D) environment. Selected officers are assigned to the host government in its defense related laboratories, institutions or private industry. Officers selected for Germany and France will normally attend the Defense Language Institute (DLI) enroute. Tour length is approximately 30 months (6 months at DLI, and 24 months overseas). Governing regulations and applicable guidelines are AFI 36-2110, *Assignments*, and AFMAN 63-901, *Air Force Participation in International Cooperative Research and Development*.

4.9.3.8. Compete for Education With Industry (EWI)--this AFIT program is designed to provide selected officers "hands-on" experience with a civilian industry organization, management, and technology. Officers are assigned for 10 months to a civilian company and work with company officials in a corporate setting. EWI follow-on assignments are to an acquisition activity. Knowledge gained through EWI is then applied in the officer's Air Force specialty. The governing regulation is AFCAT 36-2223, *USAF Formal Schools*.

4.9.3.9. Compete for Test Pilot School (TPS) Flight Test Engineer (FTE) Course--USAF TPS produces specially trained flight test engineers to monitor, manage, and perform flight test on research, experimental, or production-type aerospace vehicles and weapon systems. A distinctive AFSC (62E3/1F) exists for graduates of the 1-year course, offering progression through the grade of lieutenant colonel. Assignments range from aircrew duty in a test organization to test director at an acquisition center. Governing regulations and application guidelines are AFCAT 36-2223, *USAF Formal Schools* and AFI 99-107, *Test Pilot School*.

4.9.3.10. Compete for Defense Systems Management Course (DSMC)--officers on the acquisition track to become program directors should compete for the program managers course at DSMC. This course, a 6-month TDY, is desired for level III certification in the Program Management Track of APDP.

4.9.4. Within your first three engineering tours, a variety of options become available. You'll have the opportunity to:

4.9.4.1. Concentrate on building depth--by working on a different aspect of the weapon system to which you are assigned (e.g., go from the radar system to the flight controls system), managing a branch, leading a product team, or leading a test team.

4.9.4.2. Complete a master's degree at AFIT and subsequently compete for a PhD or an ESEP tour. These are solid options if you intend to follow the technical or instructor tracks. PhDs are also needed in the acquisition and test fields, however, most positions are on the technical or instructor track.

4.9.4.3. If you do not attend AFIT, obtain a master's degree in your off-duty time through an alternate method (tuition assistance, scholarship, etc.)

4.9.4.4. Compete for Squadron Officer School (SOS) in-residence. Your window of eligibility to attend SOS in-residence opens as you pin on captain and closes upon reaching seven years total active federal commissioned service (TAFCS). If you do not attend in-residence, complete the course by correspondence or by seminar. The current trend is completion by both methods.

4.9.4.5. Acquisition Professional Development Program (APDP)--with the enactment of the Defense Acquisition Workforce Improvement Act (DAWIA), APDP has become a critical part of the acquisition and test tracks. Officers on these tracks must remain current in APDP. APDP encompasses acquisition courses, academic education and tours of duty in acquisition functions (e.g., program management, test and evaluation, contracting, etc.). In order to be qualified for acquisition critical positions at the field grade level, an officer must have APDP requirements met, and must be eligible to join the acquisition corps.

4.9.4.6. Broaden--by participating in the BEST Program, performing duty in another MAJCOM or agency, or a change in duty AFSC.

4.9.5. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets are available in every Air Force major command and numerous joint service agencies (DNA, DIA, DLA, JCS, etc.) Note that joint duty officer positions are for field grade officers meeting certain requirements. Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command.

4.9.5.1. In addition to developmental engineering staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or the Air Force Academy.

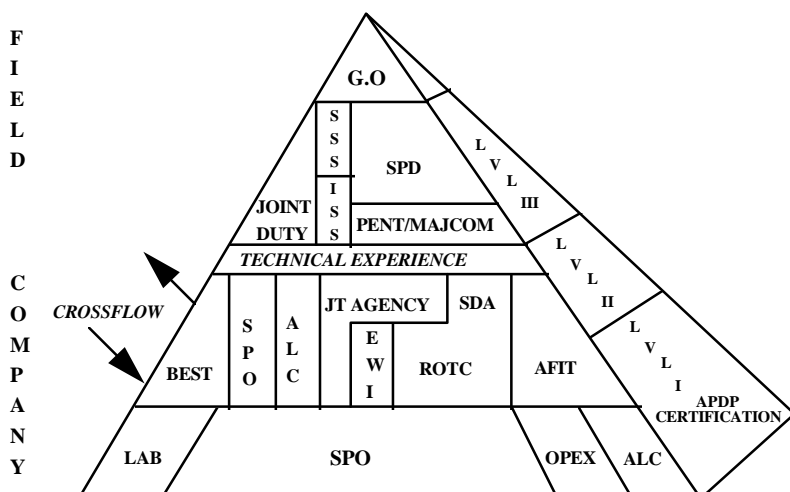
4.9.5.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or MAJCOM/Air Staff level position upon graduation. Joint duty is key to our warfighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence or by seminar.

4.9.6. For selected officers, technical expertise coupled with staff experience combine to make command material. These billets exist at several levels. Senior captains can compete for detachment commanders or branch chiefs or lead engineer, while more seasoned majors and lieutenant colonels compete for division chief and deputy program director jobs. Assignments for senior lieutenant colonels also include opportunities to serve as DPRO or ROTC detachment commanders and directors of engineering. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these officers are assigned to the Air Staff or joint-duty billets. A selected few are chosen as program directors.

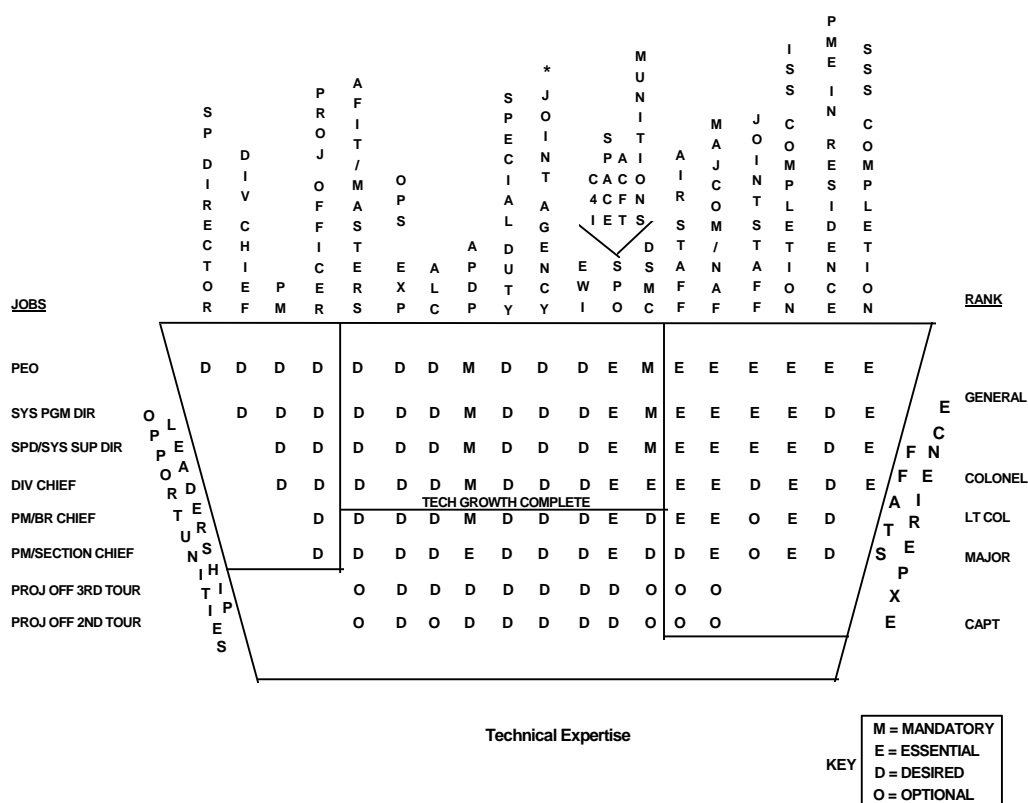
4.9.7. This narrative does not suggest that there is an optimum path to a high-level position. However, studies indicate that a successful Air Force engineering career normally includes a strong technical base, solid staff experience, and challenging leadership positions. Command or management, joint duty, and an Air Staff tour appear to be essential prerequisites for promotion to colonel. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.10. Acquisition Management Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.10.1. Your commander or supervisor is available to guide and counsel you to achieve a healthy harmony between these two objectives, but ultimately you must make the decisions. Figure 4.19 is the 63AX pyramid which shows you the type of opportunities available in your career field. Figure 4.20 is an acquisition career path experience matrix which is based on the "three-legged-stool theory" of professional development. This matrix indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in program management. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.



**Figure 4.19. Acquisition Management Career Path Pyramid.**



**Figure 4.20. Acquisition Management Career Path Experience Matrix.**

4.10.2. When first assigned to acquisition, most officers will spend their first 3 years gaining technical experience in a System Program Office (SPO). This is where the "rubber meets the road" in acquisition, and where all the activity occurs to meet the cost, schedule, and performance requirements. Some officers will be assigned to a laboratory, developing technology for future weapon systems. A smaller number might be assigned to an Air Logistics Center (ALC), where established weapon systems are refurbished, overhauled, and upgraded. Some others are assigned an OPEX (Operational Experience) tour where they work side by side with their users. OPEX officers will return to acquisition for their second tour, coming back with the user's perspective.

4.10.2.1. The options increase for an acquisition officer looking for their second tour. Many officers elect for a second SPO tour in a different product center while others decide to gain operational experience by being selected for a Broadening Experience Tour (BEST). Some will be competitively selected for a special-duty assignment like teaching at ROTC

detachment, SOS, or the Air Force Academy. Some will elect to gain logistics experience at an Air Logistics Center or with the Defense Logistics Agency (DLA). Other joint defense agencies also have acquisition positions for officers, like the Mapping Agency, Department of Energy, Intelligence Agency, Nuclear Agency, and the National Security Agency. Some will be competitively selected for AFIT programs like Education with Industry (EWI), or a Master's Degree in acquisition. Whatever decision is made at this 3- to 4-year point, certification (through the acquisition professional development program) is imperative for advancement.

4.10.2.2. To experience the full breath of these opportunities in sufficient depth, a minimum of two permanent change of station (PCS) moves are normally required. When considering such a move, keep in mind the following:

4.10.2.3. A balanced approach to professional development--if you spent the past 3 years assigned to a program center, then seek opportunities on the logistics or operational side.

4.10.2.4. A specific approach to professional development--another way to mature is to gain great depth in acquisition by working every aspect of a weapons system. By working in a product center, logistics center, headquarters, and contractor's plant on the same or similar system, officers can become the recognized expert and make great and profound contributions to the Air Force.

4.10.2.5. A change in MAJCOM--be mindful of the fact that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. Also keep in mind that the users or operators are doing the same broadening into acquisition about this time in their careers. They understand that to advance in their career field, they need to learn about the cost, schedule, and performance of major weapon systems.

4.10.2.6. At the 12-year point, acquisition officers will have three to four tours under their belt (not including an AFIT/EWI program) and should be competitive for selection to the grade of major. This assumes they have completed SOS in-residence. Gaining technical expertise and exhibiting top job performance will provide maximum potential for selection for promotion and the second leg of the stool, staff experience.

4.10.3. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets above the wing level are available at Air Force MAJCOMs. Your attractiveness as a staff officer to a particular command will depend greatly on your overall experience and your specific experience in that command or technical expertise in a weapon system. Therefore, experience in more than one MAJCOM is desirable.

4.10.3.1. In addition to acquisition staff positions, a limited number of staff billets are also found outside the career field. The opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service or the Air Force Academy.

4.10.3.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect a joint-duty staff assignment or MAJCOM/Air Staff level position upon graduation. Joint duty is key to our warfighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in the critical area. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence, or by seminar.

4.10.4. For selected officers, technical expertise coupled with staff experience combine to make leadership material. Key leadership positions exist for seasoned majors and lieutenant colonels as division chiefs and program managers. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders and deputy system program directors.

4.10.4.1. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS), like Air War College, the Industrial College of the Armed Forces (ICAF), or the National War College (NWC). Upon graduation, 50 percent of the ICAF and NWC students are assigned to joint-duty billets. Joint duty positions in acquisition are available on the OSD staff, Joint Staff (J-8), or in other career fields that require some acquisition background or experience. Following this joint-duty tour, acquisition officers should return to the SPO or ALC to compete for program director-type positions.

4.10.4.2. This narrative does not suggest that all acquisition officers need to be a system program director, or that there is only one ideal path to that level. However, studies indicate that a successful Air Force acquisition career normally includes a strong technical base, solid staff experience, and challenging leadership or supervisory positions. Solid job performance, PME at the right time, and an Air Staff tour appear to be prerequisites for promotion to colonel. While they may not be formal requirements, they provide the officer an opportunity to demonstrate those qualities sought in officers of higher rank. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.11. Financial Management Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the

ability to lead. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.11.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.21 is the 65XX pyramid which shows you the type of opportunities available in your career field. Figure 4.22 is a financial management career path experience matrix which is based on the "three-legged-stool theory" of professional development. This matrix indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in financial management. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.

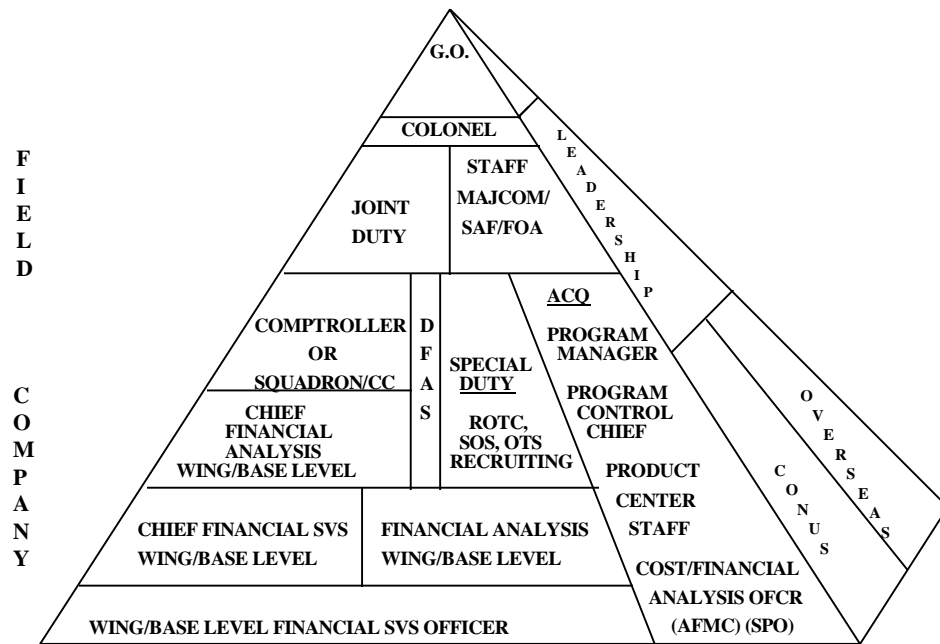


Figure 4.21. Financial Management Career Path Pyramid.





- A change in major command (MAJCOM). Be aware that experience in several different MAJCOMs will provide a broader view of the total Air Force mission and a better understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as a Secretariat (SAF)/joint staff officer.
- A change in SPO. A PCS move to a new location and product center (i.e., from fighter aircraft to missile rocket boosters) will help provide the same broad view in the acquisition area.
- Transition from O&M into the financial management of weapon system acquisition. This will increase your knowledge of financial management at all levels. Upon completion of your Acquisition Professional Development Program (APDP) level I and (APDP) II certification, you will have the qualifications to return to the O&M side or continue on the acquisition track.

4.11.2.3. Upon completion of your second tour in financial management, a variety of new options become available. You'll have the opportunity to:

- Concentrate on building depth by managing a larger or more complex financial analysis branch.
- Compete for an Air Force Institute of Technology degree. Officers graduating from this program earn a masters of science in cost analysis and are assigned to advanced academic degree billets, where their newly acquired analytical skills are employed. These billets are located in the acquisition SPOs, Air Force Cost Analysis Agency and the Secretariat.
- Consider a tour on the staff of an acquisition product center.

4.11.3. The technical foundation you built early in your career pays great dividends as a staff officer. Staff billets above the wing level are prevalent in every major Air Force command and numerous joint agencies such as the Defense Finance and Accounting Service (DFAS), Defense Logistics Agency (DLA), and the Air Force Cost Analysis Agency (AFCAA). Your attractiveness as a staff officer to a command will depend greatly on your experience in that command.

4.11.3.1. In addition to financial management staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or the Air Force Academy.

4.11.3.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or MAJCOM or Air Staff level position upon graduation. Joint duty is key to our warfighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence or by seminar.

4.11.4. There are numerous opportunities for leadership within the financial management career field. Field grade officers compete for base or organizational comptroller billets. A limited number of supervisor billets are available in DFAS. In addition, field grade acquisition financial management officers may also compete for program control chief billets or mid-level program manager positions. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders. After successfully completing a leadership tour, officers competing for lieutenant colonel or colonel will have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most officers are assigned to Secretariat, joint duty, MAJCOM Director, or critical acquisition positions.

4.11.5. This narrative does not suggest that all financial management officers should strive to be the next Secretariat Deputy Assistant Secretary of Budget, or that there is only one ideal path to that level. However, experience indicates that a successful Air Force financial management career normally includes a strong technical base, solid staff experience, and challenging leadership positions. Wing, MAJCOM, and a Secretariat tour appear to be essential building blocks for promotion to senior financial positions. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.12. Contracting Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.12.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.23 is the 64PX pyramid which shows you the type of opportunities available in your career field. Figure 4.24 is a contracting career path experience matrix which is based on the "three-legged-stool theory" of professional development. This matrix indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in contracting. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.

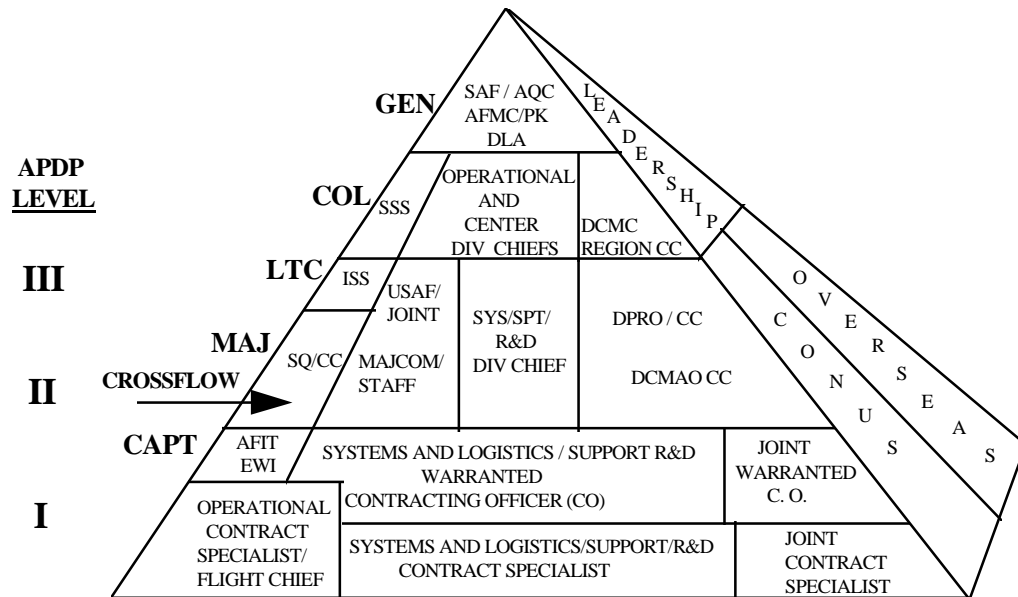


Figure 4.23. Contracting Career Path Pyramid.

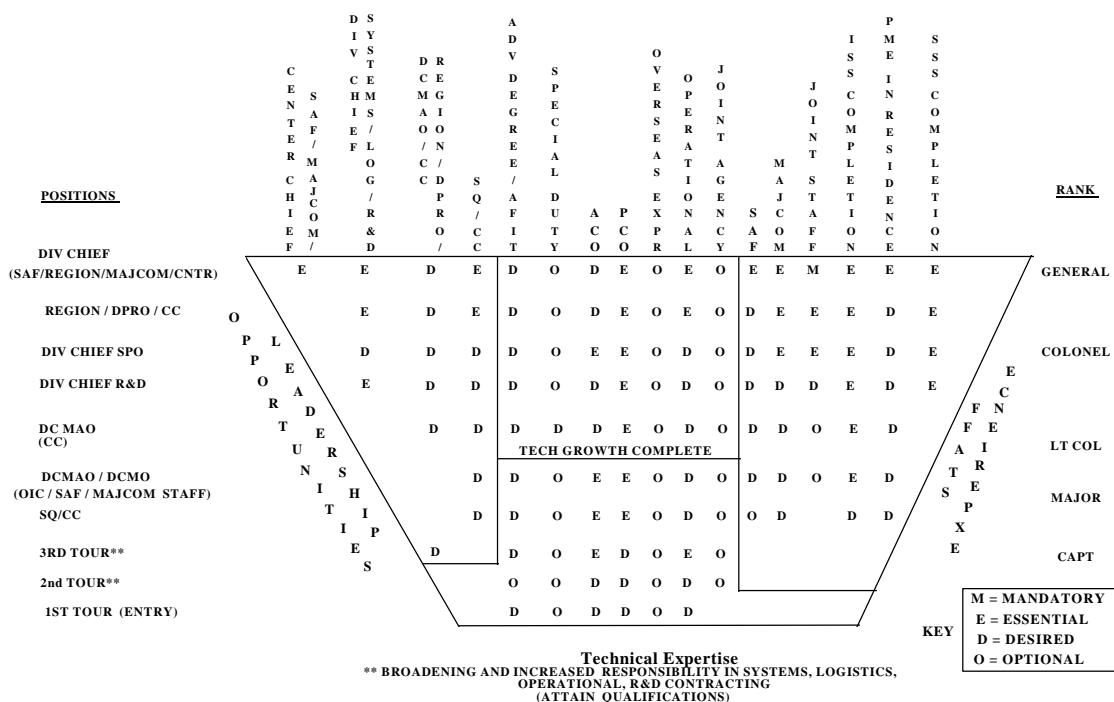


Figure 4.24. Contracting Career Path Experience Matrix.

4.12.2. When initially assigned to contracting you are expected to build depth through technical experience within the career field. The contracting career field has three technical areas of emphasis: Pre-award, post-award and pricing. Pre-award includes acquisition planning, analysis of purchase requests and technical documents for suitability and determining the proper contracting method and type. Further, it encompasses solicitation, evaluation of offers, including cost and price analysis, contractor responsibility and responsiveness, selection of contract source, contract assembly and award. Post-award entails administration of contracts to ensure contract compliance, modification negotiation, and termination actions for convenience of the government or for default. Pricing includes in-depth cost and price analysis, evaluation of offers and support as for source selections and contract award, as well as support for logistics and modification.

4.12.2.1. There are four areas of mission emphasis which put unique mission influence to the technical areas: operational, systems, laboratory, or research and development, and logistics support. Operational contracting includes the maintenance and support of all Air Force installations worldwide. Systems contracting encompasses the acquisition and support of air, space, missile and electronic systems throughout the Air Force. Laboratory contracting involves state-of-the-art research and development on past, present and future Air Force programs. Logistics contracting supports delivered systems by maintaining and equipping personnel and providing maintenance and spare parts.

4.12.2.2. These mission elements and technical areas are accomplished through various commands and agencies. All Air Force commands include the full spectrum of operational contracting which covers the pre-award and post-award technical areas. In addition to operational contracting, AFMC also includes systems, laboratory (Research & Development), and logistics support, which covers the pre-award and pricing technical areas. The DLA includes logistics support and administration and covers the pre-award and post-award technical areas.

4.12.2.3. To experience the full breadth of these opportunities in sufficient depth a minimum of two, normally three, permanent change of station (PCS) moves are required. When contemplating such a move, keep in mind a balanced approach to professional development (i.e., if you spent the last assignment in a buying position, then seek opportunities on the contract administration side). **NOTE:** By law, certain contracting certifications must be attained at the appropriate time in order to hold acquisition positions.

4.12.3. The technical foundation you build early in your career pays great dividends as a staff officer. Staff billets above the wing level are prevalent in every major Air Force command and some joint agencies such as the Defense Logistics Agency (DLA). Your attractiveness as a staff officer to a command will depend greatly on your experience and performance.

4.12.3.1. In addition to contracting staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or the Air Force Academy.

4.12.3.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or MAJCOM or Air Staff level position upon graduation. Joint duty is key to our warfighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence or by seminar.

4.12.4. There are numerous opportunities for leadership within the contracting career field. Junior officers can be functional team leaders as procuring and administrative contracting officers. As senior captains and majors, opportunities exist to become operational contracting squadron commanders that provide excellent opportunities to manage and lead a unit. Within product centers, officers can be chiefs of contracting divisions in SPOs supporting major systems procurements.

4.12.4.1. After successfully completing a leadership tour, officers competing for lieutenant colonel or colonel will have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most officers are assigned to the Air Staff or joint-duty billets. Senior positions like the Director of Contracting at major product centers or Commander, at a Defense Plant Representative Office within DLA are available for a select group of senior officers. Successful completion of these positions, coupled with a joint tour, can make an officer competitive for general officer.

4.12.4.2. This narrative does not suggest that all contracting officers should strive to be the next Deputy Assistant Secretary for Contracting, or that there is only one ideal path to that level. However, experience indicates that a successful Air Force contracting career normally includes a strong technical base, solid staff experience, and challenging leadership positions. Product center positions, squadron command, joint duty, and an Air Staff tour appear to be essential building blocks for promotion to senior contracting positions. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

### **Section C--Base Support**

**4.13. Introduction to Base Support Career Paths.** These career paths will help you plan and achieve your Air Force career goals as a base support officer. There are no definitive, concrete steps that need to be attained to reach rank or position. However, there are certain jobs or experiences that will assist you in meeting your goals. Discussed are topics applicable to all base support officers. Information on the following individual career fields is provided: Civil engineering, communications-computer systems, personnel, information management, manpower, security police, special investigations, services, and public affairs.

4.13.1. The first step in any career plan is to define your goals. Many officers have not set clear-cut goals, however, goals are the key to success. Consider the following questions:

"What do I want to do?" Individual goals: Professional, personal, family.

"Do I want to be a...." support group commander? senior staff officer? mission support squadron commander? director of personnel/information? squadron commander? management?

4.13.1.1. Regardless of your individual answers to these questions, goals are essential elements in achieving a successful career. You are the only one who knows your goals. AFMPC will not code them in the computer. You can keep your goals to yourself or discuss them with your commander during career counseling. It's your choice. The remainder of this narrative may help you clarify your goals, provide items for discussion, and plan your future. An analysis of highly successful senior Air Force officers reveals their success is patterned around the "three-legged-stool theory." You too can use this theory to pattern your career.

4.13.2. The key to a successful Air Force career involves a proper balance of operations or technical expertise, staff, and leadership experience. A solid foundation in these areas will pay high dividends in the future.

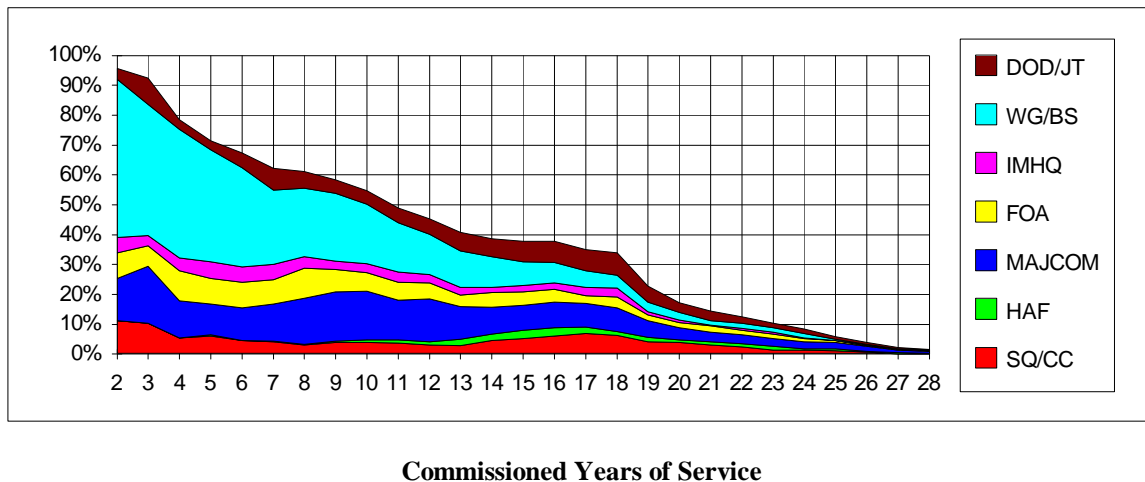
4.13.2.1. Building technical expertise occurs early in your operations support career, whether you desire to pursue command or senior staff opportunities. Developing technical expertise requires timely changes from one position to another in order to establish a broad base of solid operational expertise. Without this firm foundation of technical knowledge, you cannot build the remaining legs of experience.

4.13.2.2. Staff billets provide an opportunity to develop both the "big picture" view of the mission, and a chance to hone your decision-making skills. The level of staff is important; the current emphasis is on placing the Air Force's very best officers in joint duty-billets. Increased job responsibility is key in developing areas of expertise that will enhance your decision making and leadership skills.

4.13.2.3. Opportunity for leadership starts as early in your career as section OIC and continues with flight commander and above. Remember, Air Force promotions are based on future potential. Success in a tough leadership role such as squadron command for majors and lieutenant colonels, or group command for colonels, demonstrates attributes desired for senior Air Force leadership.

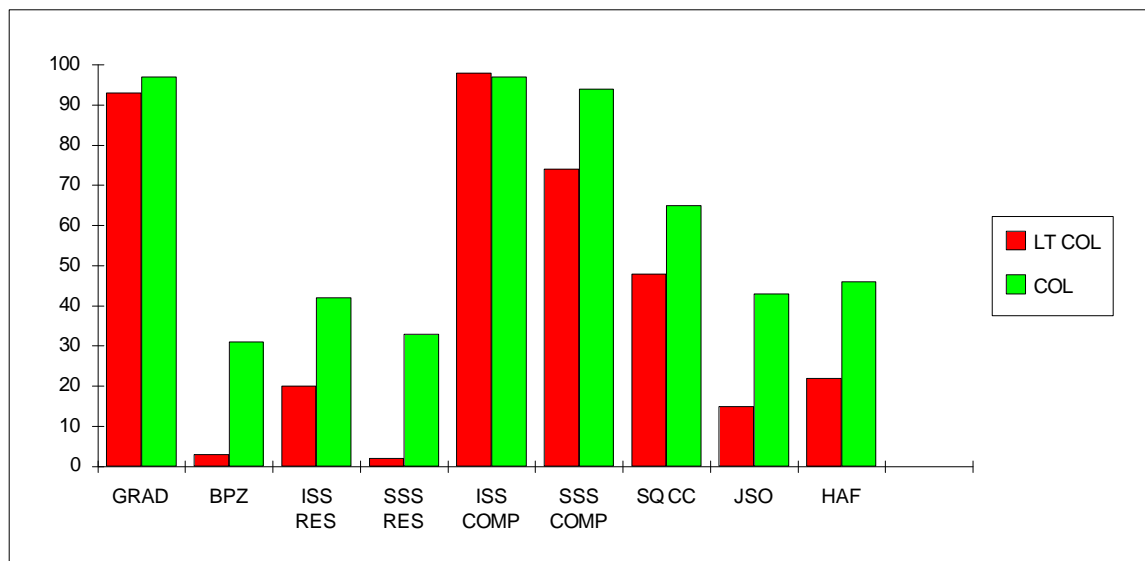
4.13.2.4. A career path experience matrix appears at the end of each AFSC chapter. This matrix identifies the job type and experience which are mandatory, essential, desired, or optional. You choose the desired level or position, but remember--failure to build the foundation at the appropriate time may, in effect, close doors for advancement later in your career. At first glance this matrix appears to promote careerism and "square-filling." On the contrary, it is intended to illustrate the need for a broad foundation of expertise as you increase in rank and responsibility. The intent of the matrix is to exhibit the foundation of experience required for position and rank.

4.13.3. Figure 4.25 depicts the type of job opportunities available at different times in your career. As an example, if you are a captain with 9 years of service, you see that about 60 percent of your year group is still in the active force. Of that group, the largest percentage is at the base level (about 50 percent of the remaining population). Approximately 40 percent are at the MAJCOM level and another 5 percent are at the intermediate headquarters. In later years the balance shifts heavily to staff opportunities for majors and lieutenant colonels, with an accent on MAJCOM and joint positions.



**Figure 4.25. FY 94 Projection of Base Support Officer Distribution.**

4.13.4. Figure 4.26 shows the type of jobs or experiences that current base support colonels have had compared to their peers who were not selected to colonel. This figure represents historical data. In comparison, early performance is an excellent indicator of future potential as evidenced by the below-the-zone (BPZ) promotion and in-residence PME rates. In general, the comparisons support the adage that, "the most important job to your professional development is the one you hold today."



**Figure 4.26. Senior Officer Experience Comparison (Base Support).**

4.13.4.1. Figure 4.26 also supports the "three-legged-stool theory." The correlation between a tour in the Pentagon (HAF) or joint duty (JSO), and colonel promotions indicates the importance of high-level staff experience. Another experience differential between current colonels and their year-group peers is in the form of leadership as indicated by commander experience.

4.13.4.2. This figure also shows that PME factors into career development. All officers need to complete Squadron Officer School, preferably in-residence. Intermediate Service School (ISS) and Senior Service School (SSS) are also essential courses at the appropriate times. About 20 percent of those officers selected for major will be identified as candidates for ISS in-residence. These ISS students should expect a joint-duty staff assignment or a MAJCOM or Air Staff level position upon graduation. A joint tour is a mandatory requirement for promotion to general, and most colonels are joint duty

specialty officers. Officers aiming for the senior leadership positions should consider joint duty early in their field grade career so they do not limit their options when they make colonel. Selection for SSS in-residence occurs following the lieutenant colonel and colonel promotion selection boards. Approximately 12 percent of each year group will attend SSS in-residence between selection for lieutenant colonel and their 23d year of service.

**4.14. Civil Engineering Career Path.** Future Air Force leaders will be those who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint duty positions, and prove the ability to command. These three components form a "three-legged stool", for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.14.1. To achieve a healthy harmony between these two objectives, your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.27 is the 32EX pyramid which shows the opportunities available at different times in our career field. Figure 4.28 is a civil engineering career path matrix which is based on the "three-legged-stool theory" of professional development. This matrix indicates the types of jobs and experiences that are:

- Mandatory--level of expertise driven by regulatory or statutory requirements.
- Essential--level of expertise that is very important to enhance officer's ability to succeed at a job or grade.
- Desired--level of expertise desired to enhance officer's ability to perform at a job or grade.
- Optional--level of expertise that should aid an officer's ability to perform at a job or grade.

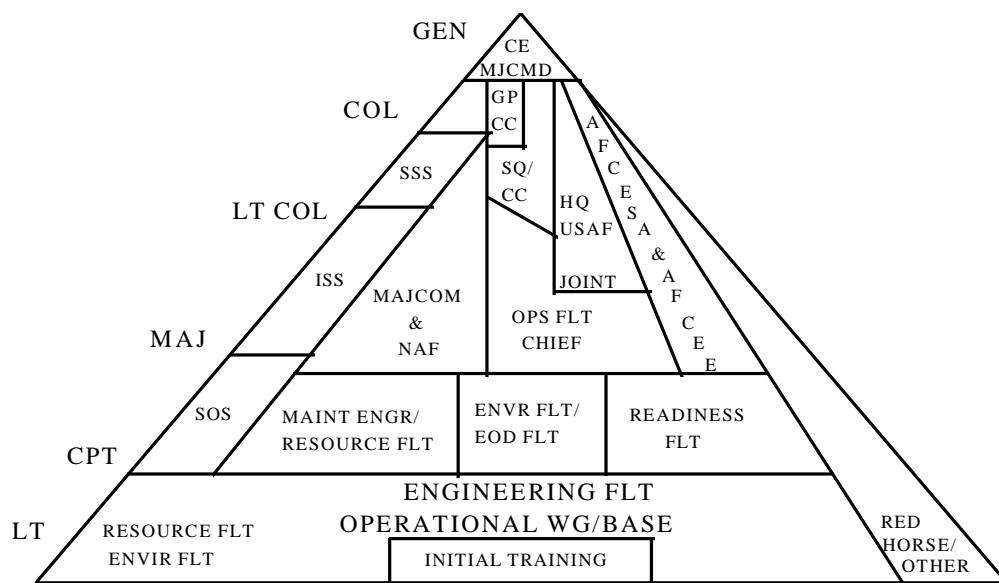
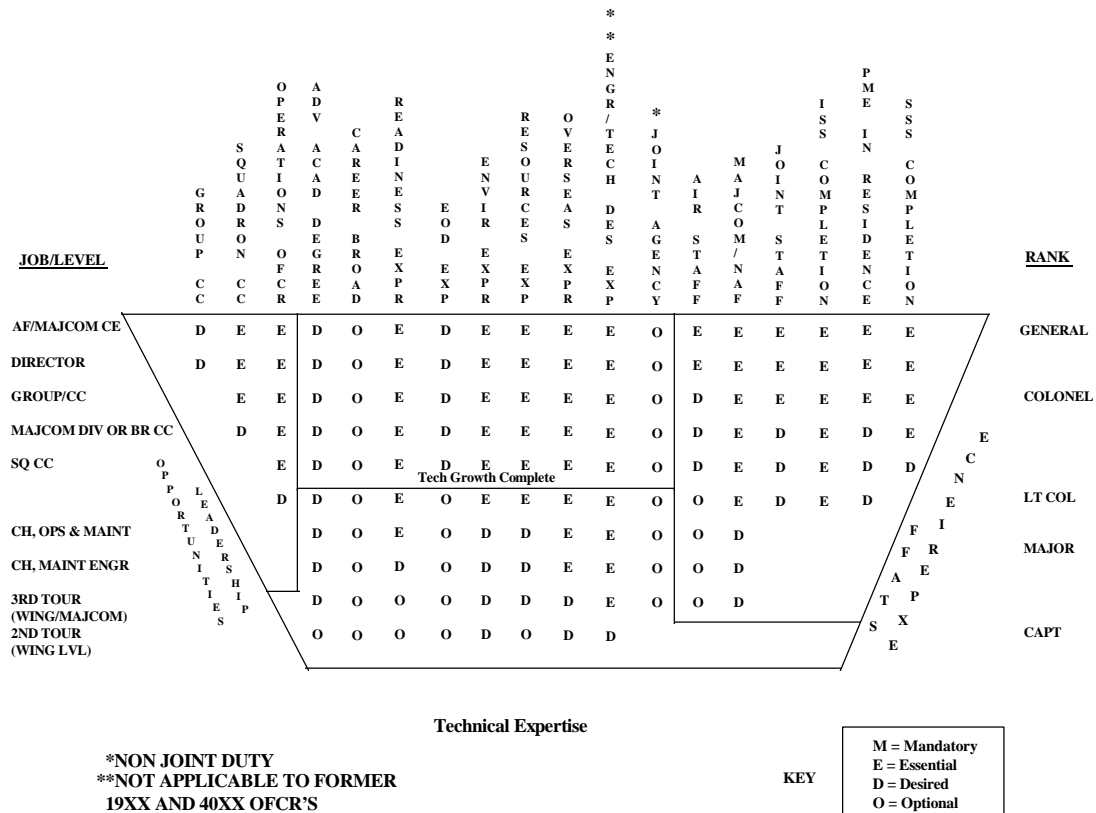


Figure 4.27. Civil Engineering Career Path Pyramid.



property reporting and accountability. Officers assigned to this flight should develop the resource management fundamentals necessary for their use in future leadership positions.

4.14.3.6. The explosive ordnance disposal (EOD) flight provides protection against the effects of explosive, chemical, biological, incendiary, and nuclear ordnance. Personnel assigned to this flight also conduct base populace training on ordnance recognition, hazards, and precautions. There are limited opportunities to serve in this flight, as few bases have EOD flights large enough to be led by an officer. Officers selected for EOD positions must attend specialized training before assuming these duties.

4.14.4. To experience these opportunities in sufficient breadth and depth, a minimum of two, and sometimes three, permanent change of station (PCS) moves are normally required. Breadth and depth can be gained by managing a larger or different flight or element or by assignment to a headquarters or field operating agency (FOA). When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--if you spent the past several years assigned to an engineering flight, then seek opportunities in another part of the organization.
- Progression within a specialty provides depth and increased responsibility--such as movement from environmental officer to chief of the environmental flight.
- An overseas tour--approximately 30 percent of civil engineering billets worldwide are overseas. Short tour overseas assignments offer prime opportunities to quickly fill gaps in your professional development and to hone skills in a typically austere environment.
- Be mindful of the fact that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air Staff or joint staff officer.
- Officers should complete SOS as soon as they are eligible (correspondence or residence). Eligible officers can be scheduled for SOS in-residence through two means. First, officers compete through their management levels for MAJCOM-allocated quotas. And secondly, HQ AFMPC maintains quotas for officers to attend SOS on a TDY en-route basis during their PCS.
- AFIT offers selected officers the opportunity to pursue advanced degrees, either in-residence at Wright-Patterson AFB or through civilian institutions. Graduates of this program will be assigned to positions requiring their newly acquired academic specialty. Currently, there are over 200 requirements for officers with advanced degrees from AFIT programs (Air Staff, MAJCOM, wing). Also, the base education center offers opportunities for advanced degrees through a variety of off-duty education programs.

4.14.5. The technical foundation you built early in your career will pay great dividends as a staff officer. Staff billets above the wing level for civil engineering officers are prevalent at the Air Staff and FOAs (HQ USAF, AFCESA, AFCEE), in every major Air Force command, and many joint service agencies. Staff positions typically follow a three tier hierarchy. The first tier consists of action officers who carry on the day-to-day activities of the staff. At the next level, branch chiefs (division chiefs at HQ USAF) manage the activities of several action officers. Division chiefs (directors at HQ USAF) then coordinate activities within their area of responsibility. And finally, bringing the entire staff together is the director (the Civil Engineer at HQ USAF). Your attractiveness as a staff officer to a particular command will depend greatly on your performance and experience in that command.

4.14.5.1. There are limited staff positions a mid to senior-level captain can choose outside the civil engineering career field for a broadening tour. These include opportunities to serve as instructors in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or the Air Force Academy. Officers who choose to cross flow should do so early in their career in order to return before meeting their majors board in the primary zone. Promotion to major brings with it the potential to attend Intermediate Service School (ISS) in-residence. ISS students should typically expect a staff assignment (Air Staff, MAJCOM, FOA, or joint duty) upon graduation. Those officers not selected for school in-residence should complete this course by correspondence or in seminar.

4.14.6. For selected officers, technical expertise, staff experience, and an outstanding performance record combine to prepare an officer for command. Command billets exist at several levels. Senior captains can compete for limited detachment commander positions, while more seasoned majors and lieutenant colonels can compete for traditional squadron commander positions. After a successful leadership tour, some may attend Senior Service School (SSS). About 12 percent of any year group will attend SSS, and upon graduation these officers are typically assigned to a staff position (Air Staff, MAJCOM, FOAs, and Joint Staff). Assignments for senior lieutenant colonels also include opportunities to serve as a MAJCOM division or branch chief or as deputy support group commanders. Following this tour, leadership opportunities as a group commander, MAJCOM director, MAJCOM/FOA director or deputy, and Air Staff director become available.

4.14.7. This narrative does not suggest that all civil engineering officers need to strive to be "The Civil Engineer" or that there is only one ideal path to that level. However, the path to that level normally includes a strong technical base, squadron command, and a MAJCOM and Air Staff tour prior to promotion to colonel and selection to a MAJCOM director



position. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.15. Communication--Computer Systems Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to command. These three components form a "three-legged stool" for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.15.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.29 is the 33SX pyramid which shows the types of opportunities available at different times in your career. Figure 4.30 is based on the "three-legged-stool theory" of professional development. This matrix shows the types of jobs and experiences that are mandatory, essential, desired, or optional for success at various levels in the Air Force. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.

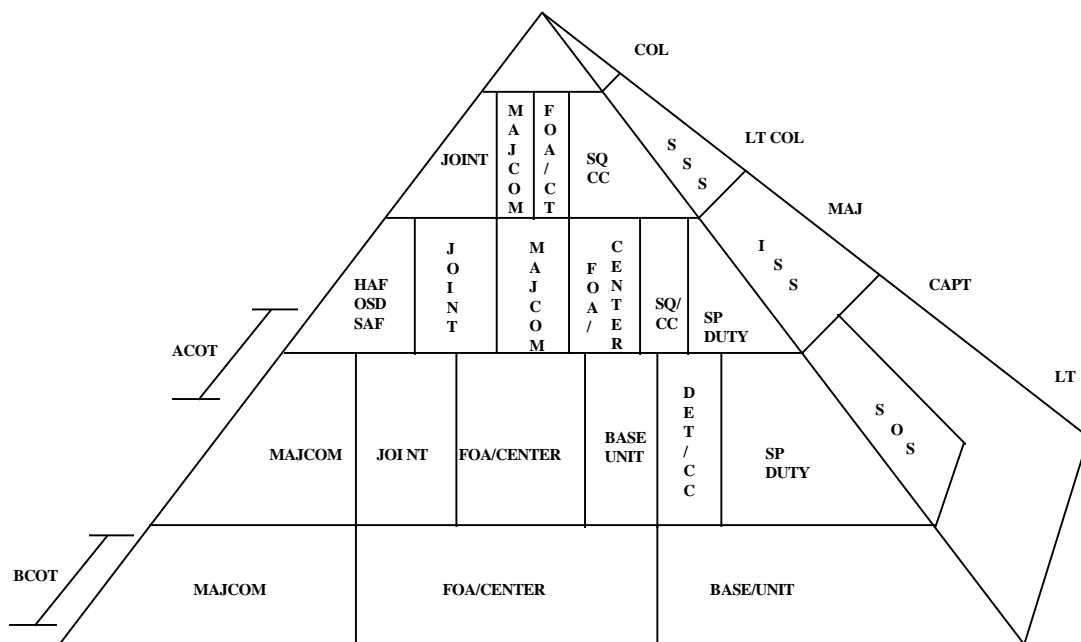


Figure 4.29. Communications--Computer Systems Career Path Pyramid.

JOB/LEVEL	OPERATIONS												JOINT DUTY												RANK							
	GROUP	QUADRONS	DET	AFITS	SEALS	EXPL	ACQS	VERSES	JOINT	AIR	MACH	JOINT	COMPL	ISS	IN	SS																
DIRECTOR	E	D	D	D	D	O	D	D	E	D	O	E	E	M	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	GENERAL	
SUP GP CC	D	D	D	D	D	O	D	D	E	D	O	E	E	E	E	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	COLONEL	
DEP SUP GRP CC		D	D	D	D	O	O	D	E	D	O	D	E	D	E	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	LT COL	
SQ CC			D	D	D	O	O	D	D	D	O	O	E	O	E	D	E	E	E	E	E	E	E	E	E	E	E	E	E	E	MAJOR	
OPS OFCR				D		D	O	O	D	D	D	O	O	O	O	E	D	E	E	E	E	E	E	E	E	E	E	E	E	E	CAPT	
DET CC						O	O	O	D	D	D	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
3RD TOUR						O	O	O	D	D	D	O																				
2ND TOUR						O	O	O	D	D	D																					

Technical Expertise

\*NON JOINT DUTY

KEY

M = Mandatory  
E = Essential  
D = Desired  
O = Optional

\*NON JOINT DUTY

Technical Expertise

KEY

M = Mandatory  
E = Essential  
D = Desired  
O = Optional

**Figure 4.30. Communications--Computer Systems Career Path Experience Matrix.**

4.15.2. When initially assigned to communications-computer systems, you are expected to build depth through technical experience within the career field. Your early years are best spent learning the basics of the command, control, communications, and computer (C4) business--customer support. Aerospace power is the Air Force's mission. Success is measured in sorties launched, weapons on the target, and cargo delivered on a worldwide scale; global reach--global power. Everything we do supports these activities. Ours is a business of support.

4.15.2.1. Mission success is knowing your customers, how they support the Air Force mission, how your resources support their efforts, and how to effectively and efficiently satisfy customer requirements. You may do this alone or with people assigned to you. Either way, get and stay close to your customers. Over 75 percent of C4 company grade jobs are in direct customer support. They are not all at wing level supporting wing missions. Just as C4 spans the entire world, so C4 spans the entire Air Force. Direct customer support occurs at all levels of command. From operating and maintaining a local area network as an integral part of a Pentagon staff to running field wire for telephones at a tactical air base, learning how to place technology, people, and money against customer requirements to satisfy customer needs is your goal as a company grade officer.

4.15.2.2. To experience the full breadth of these opportunities in sufficient depth, a minimum of two permanent change of station (PCS) moves is normally required. When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--if you spent the past several years assigned to a tactical unit, then seek opportunities in a fixed base unit.
- An overseas tour--approximately 13 percent of the communications-computer systems billets worldwide are overseas. Short tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development, and to hone skills in a typically austere environment.
- A change in MAJCOM--be mindful that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air Staff or joint staff officer.

4.15.2.3. Upon completion of your second tour, a variety of new options become available. You'll have the opportunity to:

- Concentrate on building depth--by managing a larger branch or section (in either a fixed or tactical unit).
- Compete for the Air Force Institute of Technology--officers graduating from this program are typically assigned to staff positions.

4.15.3. The technical foundation you built early in your career will pay great dividends as a staff officer. Staff billets above the wing level for communications-computer systems officers are prevalent in every MAJCOM and numerous joint service organizations (Defense Information Systems Agency (DISA), the Defense Logistic Agency (DLA), US Transportation Command, US Space Command, etc.). Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command. So experience in more than one command is desirable.

4.15.3.1. In addition to C4 staff positions, a limited numbers of staff billets can be found outside the C4 career field for a broadening tour. These include opportunities to serve as instructors in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy.

4.15.3.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or MAJCOM/Air Staff level position upon graduation. Joint duty is key to our war fighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence, or by seminar.

4.15.4. For selected officers, technical expertise coupled with staff experience combine to make command material. Command billets exist at several levels. Senior captains can compete for detachment commanders, while more seasoned majors and lieutenant colonels can compete for squadron commander jobs. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders or deputy support group commanders. After a successful leadership tour as a deputy group or squadron commander, the next step is normally in-residence at Senior Service School (SSS). Upon graduation, most of these officers are assigned to the Air Staff or a joint-duty billet, while a select few are chosen for command at the group level.

4.15.5. This narrative does not suggest that all communications-computer systems officers need to strive to be the Deputy Chief of Staff of the Air Force for C4 Systems, or that there is only one ideal path to that level. However, the path to that level normally includes a strong technical base, solid staff experience, and challenging leadership positions. Squadron command, joint duty, and an Air Staff tour appear to be essential building blocks for promotion to senior C4 positions. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.16. Personnel Career Path.** Now that you have read the overview, let's focus on the personnel career field. Using the "three-legged stool" as a template, you need to develop technical competence, staff expertise and leadership. Although none of these are done in isolation, there will be times when you are more focused on one over the others. A pyramid that can be used to visualize the career field is in figure 4.31. Use it as a quick reference tool to map out your plan. However remember, the key to a successful plan is flexibility. It must be fluid to adapt to change. Such a change recently occurred when we created the 36PX AFSC by combining three formerly separate career fields, education and training, social actions, and personnel. The goal is to combine these areas into one seamless career field. We no longer speak of "training officers" or of "social actions officers," they are all now "personnel officers" serving in different facets of the same career field. This combination provides more avenues to gain experience and a well-rounded personnel officer will have experience in all three areas.

4.16.1. EBB gives you information about available positions. To get insight as to which ones you should volunteer for and how to map out a workable plan, talk to your commander or supervisor. Even if they are not in the 36PX career field, they have Air Force experience which is valuable in career planning. Also, if there are senior 36PX officers on your base who are not your commander or supervisor, ask for their insight.

4.16.2. As indicated in the overview, the first leg of the stool which needs to be developed is technical expertise. Without it you cannot be an effective staff officer or a respected leader. As a personnel officer you will attend the Basic Personnel Officer Course. As the name implies, this introduces the basic skills needed in personnel. Depending on what area you'll be working, you may attend other courses such as Academic Instructor Course, Equal Opportunity Management Resident Course, or Instructional Systems Development. You will apply the skills taught in these courses in base level positions such as military personnel flight (MPF) section chief or in a squadron training position.

4.16.2.1. Social actions positions require expertise and experience not normally gained until after your initial assignment. You should expect to spend your first 6 to 8 years in base level jobs to include at least one PCS. Since you are learning the basics of the career field, seek experience in all facets of it. You don't need to go PCS to do this. For instance, after you have 2 years in the MPF, you should talk to your supervisor or commander about moving to a squadron training billet if one is available. Conversely, if you start in squadron training and when an MPF position is available, explore the possibility of a PCA.

4.16.2.2. The former education and training positions fall in three general areas: Operations training (flying, navigator, electronic warfare and survival); education (ROTC, OTS, SOS, ISS); and technical training (Keesler AFB, Sheppard AFB, Goodfellow AFB, & Lackland AFB). As you gain experience you'll be eligible for the chief of social actions position. In this capacity you'll be a member of the wing staff and responsible for advising the commander on equal opportunity treatment and human relations. There is a Chief, Social Actions Course and Defense Equal Opportunity Management (DEOMI) courses to prepare you for these positions. With fewer bases, PCS opportunities are more limited; therefore, look on base for opportunities to gain experience. When it is time to PCS, check the Electronic Bulletin Board keeping in mind expertise or experience building. Volunteer for those jobs which will expose you to different facets of the career field and the Air Force (overseas, different MAJCOMs, different mission).

4.16.2.3. An often asked question is do you need a masters degree. As figure 4.32 indicates a master's degree is not mandatory; however, it is desirable. If you decide to obtain an advanced degree, don't spend your time and money just to fill a square--get a degree that will be useful in your Air Force job. Also when thinking about a masters, you need to consider the timing. Don't sign up for it your first day on the job as you will be busy learning your job and about the Air Force. However, it would be best to have it completed before you are a field grader as time demands on you increase as you progress in your career.

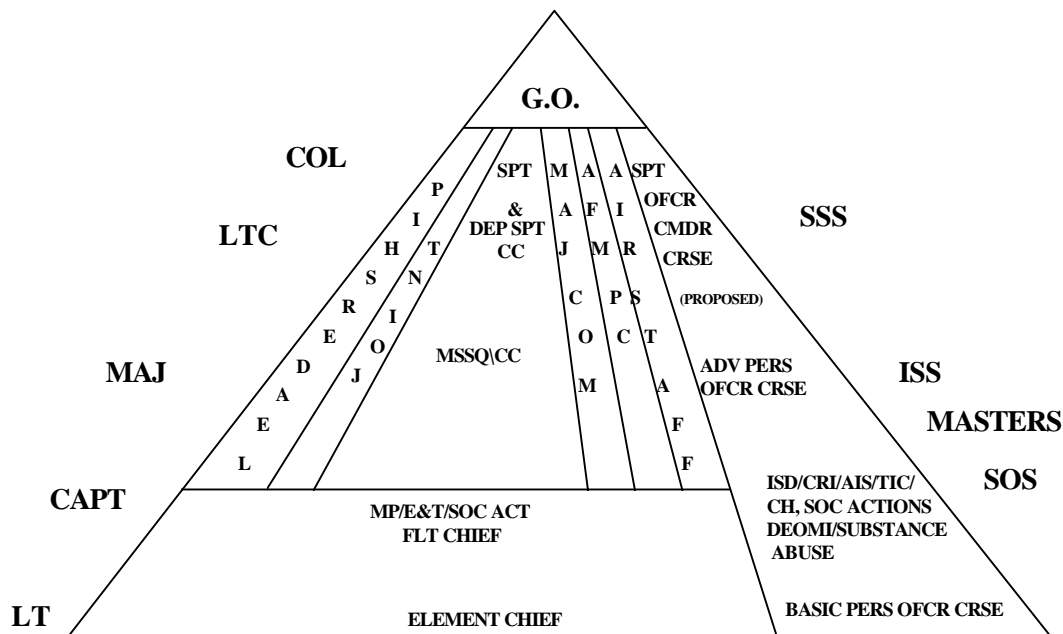
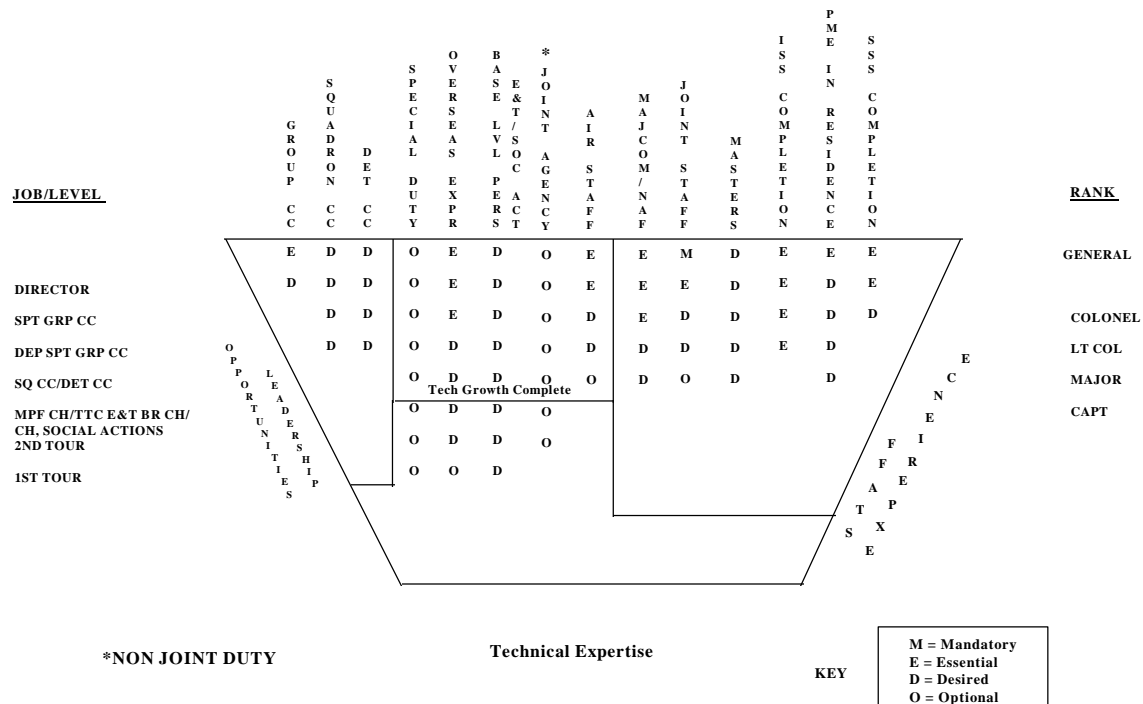


Figure 4.31. Personnel Career Path Pyramid.



**Figure 4.32. Personnel Career Path Experience Matrix.**

4.16.2.4. This section does not mean to imply that you build technical expertise only during the initial years of your career --you will always be adding to your technical skills. It also doesn't mean you will be working solely on technical skills during this period--building a strong foundation will be your primary focus, but you will also be developing leadership ability and staffing skills.

4.16.3. Once you have a solid technical base--normally around the 6- to 8-year point, you should begin to look at staff positions above wing level. Ideally, staffing experience would be gained in a hierarchical order starting with a MAJCOM staff, to AFMPC and then to the Air Staff. This sequence is a guide. It is not engraved in stone; however, personnel officers who have traditionally done well at the Air Staff had a background in a variety of base level, MAJCOM, and AFMPC jobs.

4.16.3.1. Staff positions typically follow a three-tier hierarchy: Action officer, branch chief, and division chief. Action officers carry out the day-to-day activities of the staff and usually focus on a specific area such as promotions, equal opportunity, family matters, or curriculum development. Branch chiefs manage the affairs of several action officers, and division chiefs bring the entire staff together to function as one team. In addition to personnel staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, or Air Force Academy duty.

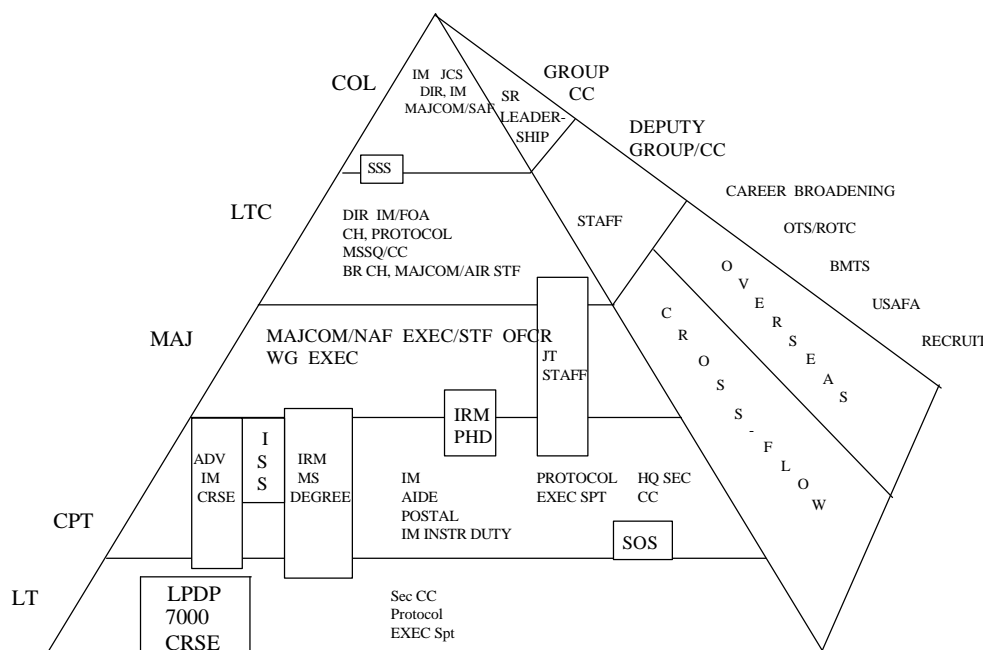
4.16.3.2. To assist in the development of staffing skills as well as to augment basic personnel knowledge, you will be eligible to attend the Advanced Personnel Officer Course (APOC). This course at Maxwell AFB is designed for field graders; however, it is also open to major selects.

4.16.4. Leadership is the trait that defines officership. Leadership development begins in your commissioning program throughout your career. Professional Military Education (SOS, ISS, and SSS) is designed to further develop this skill along with other officership skills. You should strive to attend in-residence to meet a cross section of your peers while gaining a broader perspective on the Air Force. However, if residence attendance is not possible, you need to complete the courses by correspondence or seminar.

4.16.4.1. In personnel, regardless of where you begin, you will be in charge of others. By building your technical expertise you will have the credibility needed to lead. Your leadership ability will continue to develop as you progress through the different jobs or levels. Besides your specific job and PME, additional duties and special projects are other avenues to hone your leadership skills. The Company Grade Officer Council is often a good leadership laboratory. Specific leadership challenges you should strive for in 36PX include MPF chief, chief of social actions, and mission support squadron commander. These are not the only leadership tests in personnel. You do not have to do all three to be successful nor are you a failure if you don't do any. Just like in-residence PME, they are opportunities to strive for. These positions offer the leadership challenges that professional personnel officers seek.

**4.17. Information Management Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.17.1 Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.33 is the 37AX pyramid which shows you the type of opportunities available in your career field. Figure 4.34 is an information management career path experience matrix which is based on the "three-legged-stool theory" of professional development. This matrix indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in information management. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follow.



**Figure 4.33. Information Management Career Path Pyramid.**

JOBS										RANK									

**Figure 4.34. Information Management Career Path Experience Matrix.**

4.17.2. When initially assigned to information management you are expected to build depth through technical experience within the career field. Information management is divided into two parts, information management and executive support. Both penetrate the entire organizational spectrum from flight to departmental headquarters. Information management officers should gain experience and qualification in both aspects. To progress you must continue to successfully perform duties at succeeding levels.

4.17.2.1. Company grade information management officers gain exposure to the various aspects of administrative communications: publications and forms, printing, duplicating, records management, contingency planning, postal, and information systems requirements. Field grade information management officers direct and monitor the development, analysis, execution and operation of information systems, programs and services. They also serve as principal advisors to wing and MAJCOM commanders and command postal units, and ensure implementation of Freedom of Information Act, Paperwork Reduction Act and Privacy Act programs.

4.17.2.2. Executive Support officers perform diverse duties in direct support of USAF directors and commanders. Officers may be assigned as commander, executive officer, military assistant or secretary, protocol officer, chief of executive services, aide-de-camp, legislative liaison and plans and programs officer. With limited manpower and funding, executive officers must creatively implement change to ensure missions success.

4.17.2.3. To experience the full breadth of these opportunities in sufficient depth, a minimum of two permanent changes of station (PCS) moves are required. When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--if you spent the past few years assigned as a commander, then seek opportunities as an executive officer, protocol officer or information management officer. Additional duties also serve to round out an officer's experience--seek out duties such as historian, security management, safety, etc., to gain a broader understanding of wing and organizational functions and structure. This knowledge is essential for executive officers and information managers.
- An overseas tour--approximately 1/4 of the information management billets worldwide are overseas. Short tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development and to hone skills in an operational environment.

- A change in MAJCOM--be mindful of the fact that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air or joint staff officer.
  - Promotion to captain affords you the opportunity to attend Squadron Officer School (SOS) in-residence between your 4th and 7th years of service--an important element in your development as a future Air Force leader.
- 4.17.2.4. Upon completion of your second job in information management, a variety of new options become available. You'll have the opportunity to:
- Concentrate on building depth by commanding a larger unit, supporting a higher level director or commander, or gaining experience in protocol or information management. Instructing at the Keesler AFB technical school can greatly enhance your knowledge of the career field, hone your speaking, writing, and briefing skills while influencing hundreds of other IM officers.
  - Compete for AFIT or complete another master's degree. The Information Resources Management (IRM) program enables officers to earn a Master of Science degree in Information Resource Management. Upon graduation officers are assigned to advanced academic degree billets, where their newly learned skills are employed. Most graduates are assigned to large base IM billets, IM instructor duty, or to MAJCOM Air Staff officer positions. Top graduates may compete for a PhD in Information Management at a public university of their choosing and come back to teach in our IRM program. Other recommended advanced degrees are in computer science, systems management, public or business administration, and political science. Which one you choose depends on your interests, talents and long-term goals.
- 4.17.3. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets above the wing level are prevalent in every major Air Force command and numerous joint agencies such as US Central Command (USCENTCOM), US Transportation Command (USTRANSCOM), US European Command (USEUCOM), etc. Your attractiveness as a staff officer to a command will depend greatly on your experience in that command.
- 4.17.3.1. In addition to information management staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or the Air Force Academy.
- 4.17.3.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or MAJCOM or Air Staff level position upon graduation. Joint duty is key to our warfighting capability, and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence, or by seminar.
- 4.17.4. For selected officers, technical expertise coupled with staff experience combine to prepare an officer for command. Command billets exist at several levels. Information management officers begin to hone their commander skills early as flight or squadron section commanders. Senior captains can compete for group or detachment commanders, while more seasoned majors and lieutenant colonels compete for mission support squadrons and postal commander positions. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders and deputy support group commanders. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these officers are assigned to the Air Staff or a joint-duty billet, and some are chosen for command at the group level.
- 4.17.5. This narrative does not suggest that all information management officers should strive to be the next Air Force Director of Information Management, or that there is only one ideal path to that level. However, studies indicate that a successful Air Force information management career normally includes a strong technical base, solid staff experience, and challenging leadership positions. Squadron command, joint duty, and an Air Staff tour appear to be essential prerequisites for promotion to colonel. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.18. Manpower Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool" for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.18.1. Your commander or supervisor is available to guide and counsel you to achieve a healthy harmony of these two objectives, but ultimately you must make the decisions. Figure 4.35 is the 38MX pyramid which shows you the types of opportunities available in your career field. Figure 4.36 is a manpower career path experience matrix which is based on the



"three-legged-stool theory" of professional development. This matrix indicates the types of jobs and experiences that are mandatory, essential, desired, or optional for success at various levels in manpower. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It is important these characteristics are properly developed and balanced. A detailed discussion of each follows.

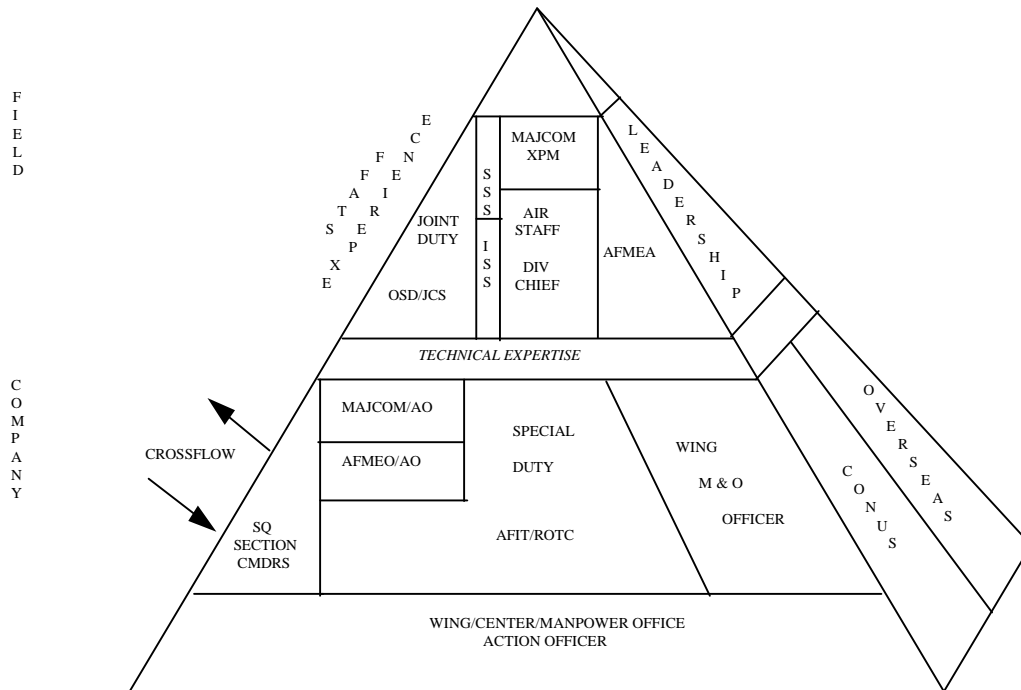


Figure 4.35. Manpower Career Path Pyramid.

JOB/LEVEL	HAF DIV CHIEF	MAJCOM XPM	MAJCOM/AFMEA DIV CH	JOINT AO	HAF AO	MAJCOM/AFMEA BR CH	MAJCOM A/O	FMET A/O	WING M&O OFCR	RANK							
	D	E	D	E	O	O	D	D	E	O	E	E	D	E	E	E	COLONEL
		E	E	E	O	O	D	D	E	O	E	E	D	E	D	E	LT COL
		D	D	D	O	O	D	D	E	O	D	E	D	E	D		MAJOR
			D	E	O	O	D	D	E	O	O	E	O	E	D		CAPT
				E	O	O	E	O	E	O		E	O	E	D		
				E	O	O	D	O	E	O	O	E					
				E	O	O	O	O	E	O							
					O	O	O		O	D							

Technical Expertise

\*NON JOINT DUTY

KEY

M = Mandatory  
E = Essential  
D = Desired  
O = Optional

Figure 4.36. Manpower Career Path Experience Matrix.

4.18.2. During your early development as a newly commissioned officer, you should complete the manpower management course within 6 months of the initial duty assignment. Most officers will enter as wing manpower officer at a wing-level manpower office. Initial duties will focus on the basics of manpower management. You will also be involved in the manpower standards development process, productivity enhancement studies, and organization structures. Additionally, your supervisory skills will be developed as this position is one of the key supervisory positions. Take advantage of every opportunity while at the base level manpower office, because the knowledge you gain there will lay the foundation for your success as a manpower staff officer.

4.18.3. After serving at the base level, you will take assignments to the MAJCOM headquarters, or the Air Force Management Engineering Agency (AFMEA). The MAJCOMs are particularly suited to maximize job exposure opportunities across the entire spectrum of manpower management activities. Therefore, you should take advantage of each assignment to develop your staffing skills. Ideally, each officer will be exposed to all facets of manpower and organization (from standards development to organization analysis, to automated control of reporting and controlling manpower resources).

4.18.3.1. In addition to manpower staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or MAJCOM or Air Staff level position upon graduation. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion but not selected for school in-residence must complete PME by correspondence, or by seminar.

4.18.4. For selected officers, technical expertise coupled with staff experience combine to make leadership material. Leadership billets exist at several levels. Seasoned majors and lieutenant colonels compete for traditional MAJCOM or Air Staff branch chief positions while assignments for senior lieutenant colonels also include opportunities to serve as MAJCOM or Air Staff division chiefs or possible MAJCOM or Air Staff directors of manpower and organization.

4.18.4.1. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation these officers are typically assigned to the Air Staff or a joint-duty billets.

4.18.4.2. This narrative does not suggest that all manpower officers need strive to be the next Air Staff Director of Manpower and Organization, or that there is only one ideal path to that level. However, studies indicate that a successful Air Force manpower career normally includes a strong technical base, solid staff experience, and challenging leadership positions. MAJCOM experience, joint duty, and an Air Staff tour appear to be prerequisites for promotion to colonel. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.19. Security Police Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will impact your future.

4.19.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.37 shows you the type of opportunities available in your career field. The second chart is a security police career path experience matrix which is based on the "three-legged-stool theory" of professional development. Figure 4.38 indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in security police. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follows.

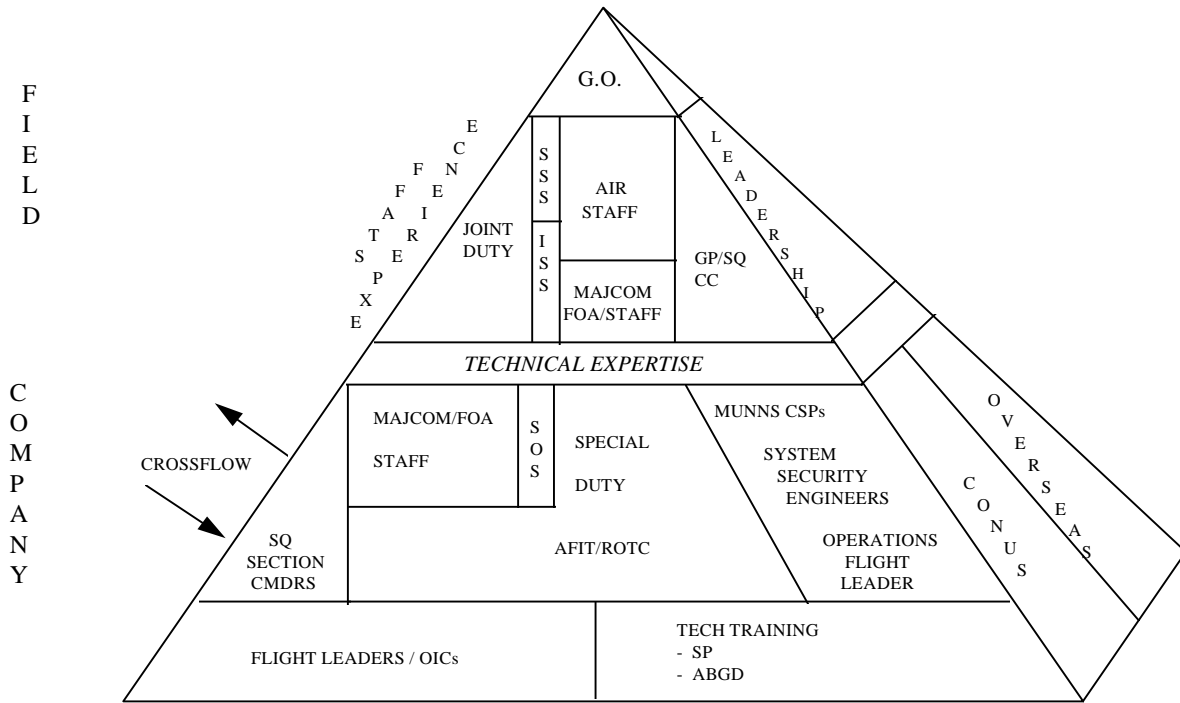


Figure 4.37. Security Police Career Path Pyramid.

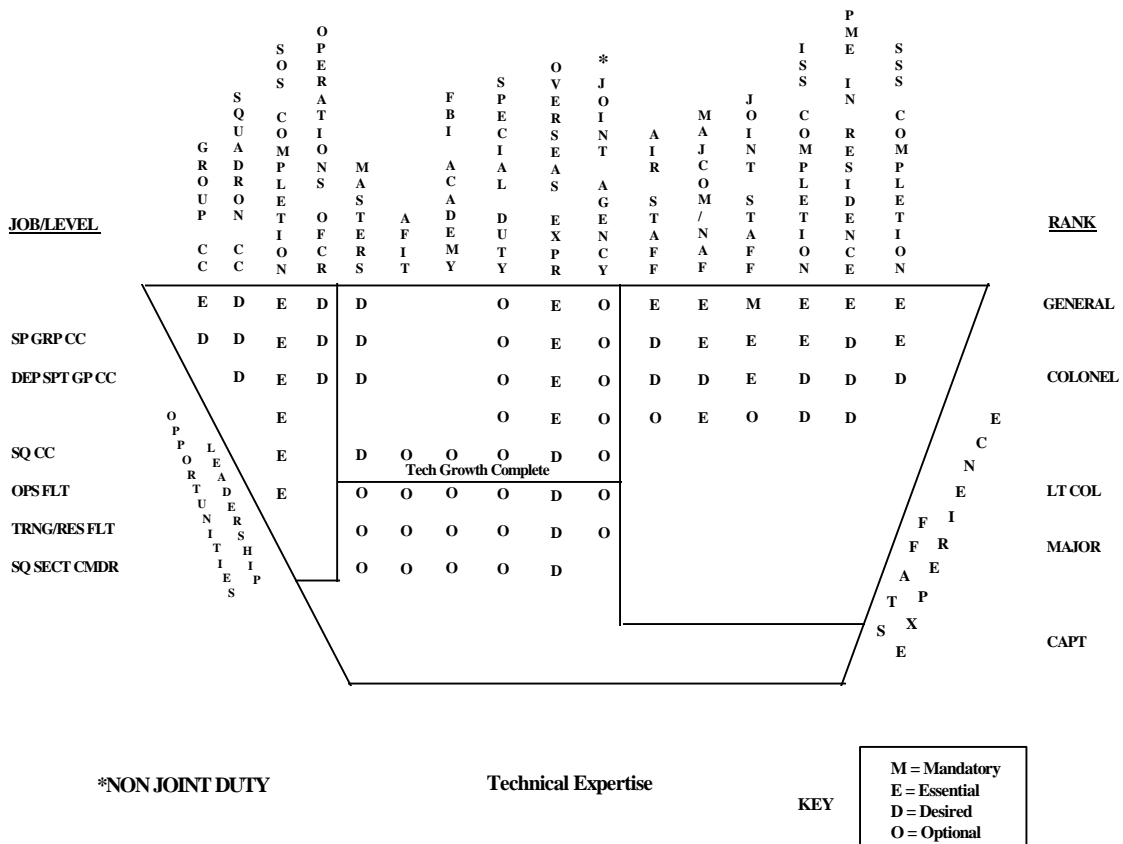


Figure 4.38. Security Police Career Path Experience Matrix.

4.19.2. When first assigned to the security police career field, you are expected to build depth through technical experience within the career field. Initial duty positions for your first three tours include nuclear security element shift leaders, training and resources flight leaders, squadron section commanders and operations flight leaders.

4.19.2.1. Nuclear security element shift leader experience is critical for future assignments, providing each officer with the opportunity to lead in excess of 100 personnel, ensuring security of our nuclear arsenal worldwide. This duty is the cornerstone of leadership development while providing the technical expertise for our most important missions.

4.19.2.2. Training and resource flight leaders will develop expertise in the critical support functions that ensure mission accomplishment, including resource management, mobility planning and operations, small arms training and maintenance, armament and equipment, training, and military working dogs.

4.19.2.3. The third duty position, squadron section commander, provides each officer with the essential management, administrative, and personnel background essential for command. Their duties include personnel administrative actions, health and morale, personnel reliability program management, professional military education, personnel discipline, promotions and reenlistments, to name a few.

4.19.2.4. While the first three duty positions are somewhat interchangeable during your first two or three tours, the next position combines your previously acquired technical expertise. The operations flight leader position covers the gamut of 24-hour security and law enforcement operations, investigations and correctional custody. This position requires solid technical expertise and, most important, strong leadership skills. This position is your final step to assuming command of Numbered Air Force or major command staff positions.

4.19.2.5. To experience the full breadth of these opportunities in sufficient depth, a minimum of three permanent changes of station (PCS) moves are normally required. When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--if you have spent the past several years assigned to a non-nuclear unit, then seek opportunities on the nuclear side.
- An overseas tour--approximately one-fourth of the security police billets worldwide are overseas. Short-tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development, and to hone skills in a typically austere environment, normally emphasizing air base defense.
- A change in MAJCOM--be mindful of the fact that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air or joint staff officer.
- Competing for AFIT--the Air Force Institute of Technology. Officers graduating from the program earn a masters in criminology, and are assigned to advanced degree billets, where their newly learned skills are employed. The majority of advanced academic degree billets are at MAJCOM staff level and squadron command.
- Formal training attendance--ensure completion of the Basic Security Police Officers' Course and Air Force Level 4, Ground Combat Skills Course on your first assignment. Without them you won't be upgraded and assignment opportunities will be limited.
- Your career field provides outstanding career development opportunities during contingency operations worldwide. Officers who pursue these opportunities learn early the complexities of mobility, deployment, host nation considerations and unified command operations.

4.19.3. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets above the wing level are prevalent in every major Air Force command and numerous joint service agencies. Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command so experience in more than one command is beneficial.

4.19.3.1. In addition to security police staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint duty or MAJCOM or Air Staff assignment, or a career progressive command billet upon graduation. Joint duty is key to our warfighting capability, and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence, or by seminar.

4.19.4. For selected officers, technical expertise coupled with staff experience combine to make command material. Command billets exist at several levels. Senior captains can compete for small unit commander billets, while more seasoned majors and lieutenant colonels compete for larger units with more diverse missions. Assignments for lieutenant colonels also include opportunities to serve as ROTC detachment commanders and deputy security or support group commanders. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these

officers are assigned to the Air Staff or joint-duty billets, while a select few are chosen for command at the security police group level.

4.19.5. This narrative does not suggest that all security police officers need strive to be the next Air Force Chief of Security Police, or that there is only one ideal path to that level. However, a successful Air Force security police career normally includes a strong technical base, solid staff experience, and challenging leadership positions. Squadron command, joint duty, and an Air Staff tour appear to be essential building blocks for promotion to senior security police positions. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.20. Air Force Office of Special Investigation (AFOSI) Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, and prove the ability to command. These three components form a "three-legged stool" for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make today will greatly impact your future.

4.20.1. Your commander or supervisor is available to guide and counsel you. This career path should help you with decisions. Figure 4.39 is the AFOSI pyramid which shows the types of opportunities available at different times in your career. Figure 4.40 is an AFOSI career path experience matrix which is based on the "three-legged-stool theory" of professional development. It indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in the Air Force, and specifically in the AFOSI career field. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follow.

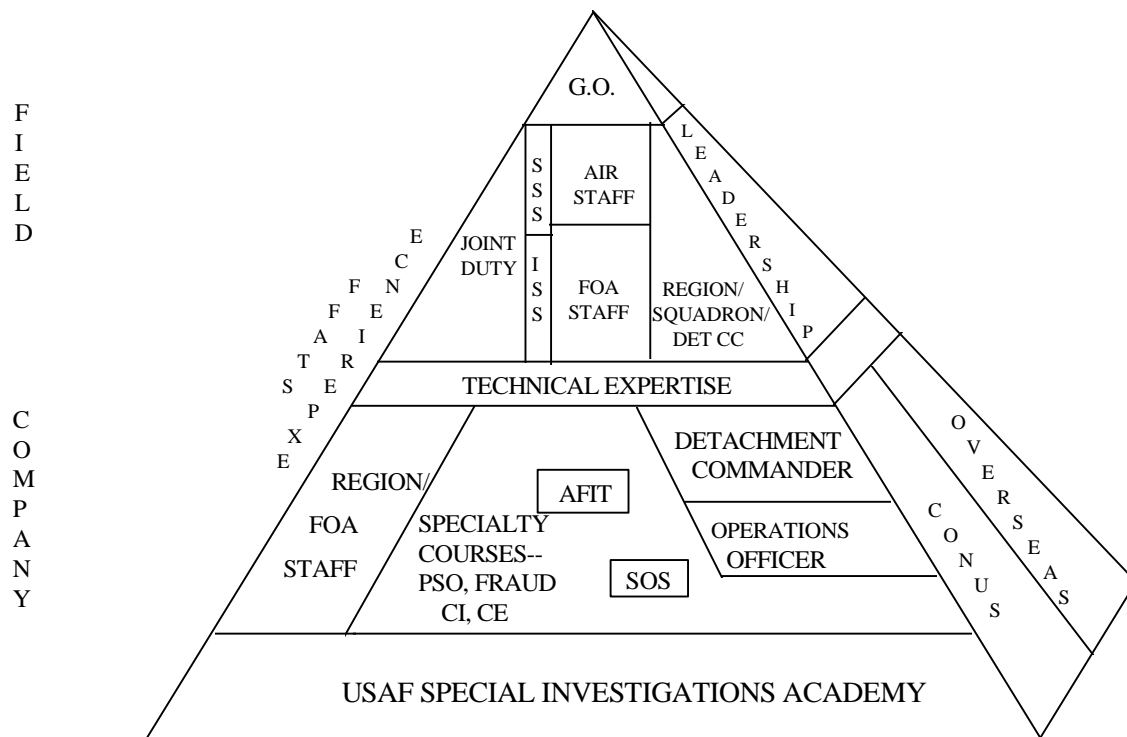
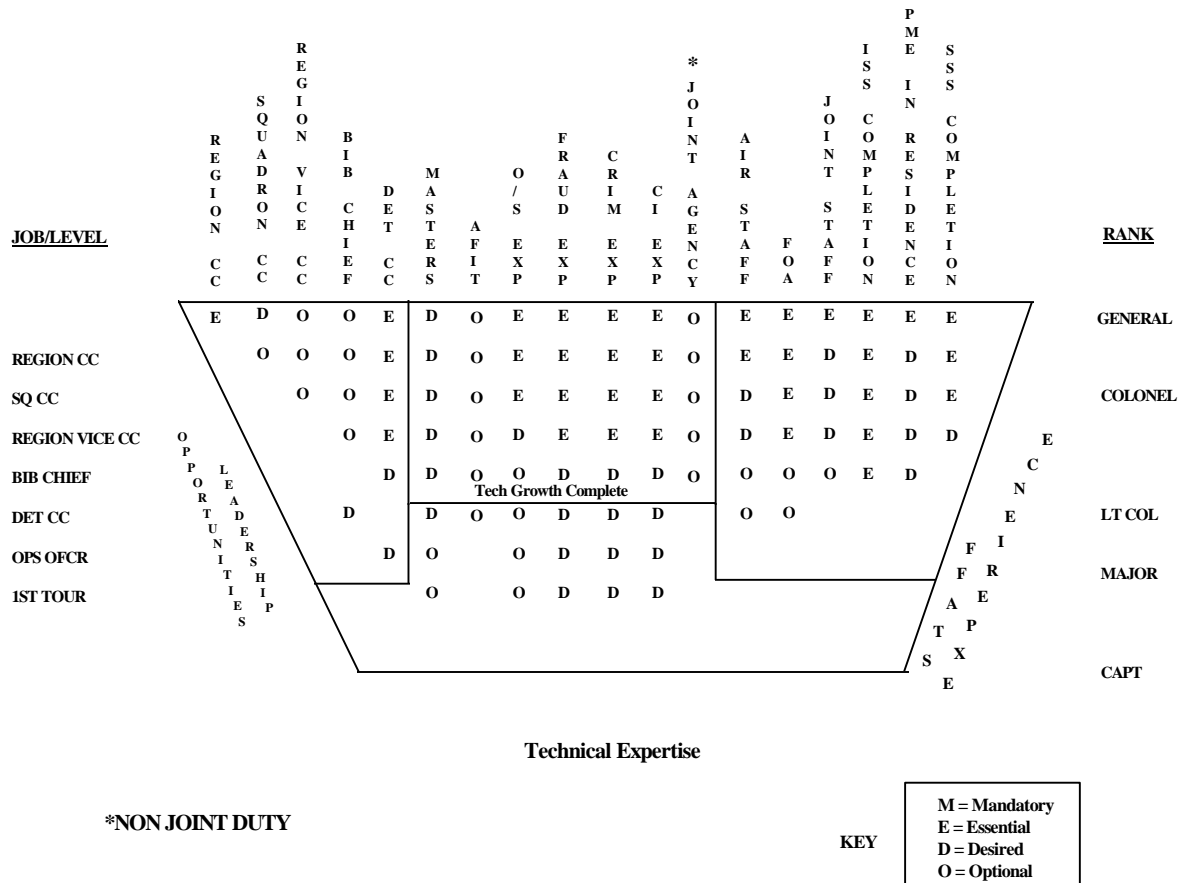


Figure 4.39. AFOSI Career Path Pyramid.



**Figure 4.40. AFOSI Career Path Experience Matrix.**

4.20.2. When initially assigned to AFOSI, you are expected to build depth through technical experience in all three AFOSI mission areas--criminal, fraud and counterintelligence investigations. Criminal investigations include those matters involving narcotics, crimes against persons, crimes against property, and others. Fraud investigations run the gamut from base-level to central systems fraud. The counterintelligence mission area includes counterintelligence collections and investigations, counterespionage, and protective service operations...all aimed at protecting the USAF and Department of Defense from the threats posed by terrorists and hostile intelligence services. One or two permanent changes of station (PCS) moves are normally required for you to experience the full breadth of these opportunities to sufficient depth. When contemplating such a move keep in mind the following:

- A balanced approach to professional development is important. If you spent the past several years in counterintelligence, consider seeking an assignment to a unit whose primary focus is on criminal or fraud investigations.
- Approximately one-fourth of the AFOSI positions worldwide are overseas. Short-tour overseas assignments though few in number, represent prime opportunities to quickly fill gaps in your professional development, and to hone skills in a typically austere environment.
- After only a few years in AFOSI, a variety of new options become available. You can concentrate on building depth in a specific mission area by volunteering for training. For example, you can volunteer to attend the Counterespionage Case Officer Course and get an appropriately coded follow-on assignment in counterespionage. Another option might be to volunteer for Central Systems Fraud Investigations training, with a follow-on assignment to one of the units with a central systems fraud mission. Yet another option is to compete for a Masters Degree program with the Air Force Institute of Technology (AFIT).
- Every year, AFOSI seeks a varying number of officers to fill billets requiring advanced academic degrees in Foreign Area Studies, Forensic Science, Crime in Commerce, and others. The programs are generally 1 year in length (except for Foreign Area Studies programs which require foreign language training), with the officer being awarded a masters degree upon completion of the training. The officer then "owes" AFOSI at least one full 3-year tour in a billet requiring that particular degree.

4.20.3. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets generally are available to senior captains and above, and with few exceptions, are at the various region headquarters, HQ AFOSI, and the Air Staff (SAF/IG). The few exceptions include single positions at joint agencies such as Defense Intelligence Agency and the On-Site Inspections Agency.

4.20.3.1. There are limited "staff" positions outside the AFOSI career field which do not carry the AFOSI AFSC and are considered "career broadening." These positions include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or Air Force Academy. Officers should not plan to take advantage of these career broadening opportunities before acquiring enough AFOSI experience to allow a smooth transition back into AFOSI at the end of the career broadening tour.

4.20.3.2. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect to go either to a joint-duty staff assignment or MAJCOM or Air Staff level position upon graduation. Joint duty is key to our warfighting capability and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers not selected for school in-residence, still need to complete PME by correspondence, or by seminar.

4.20.4. For selected officers, technical expertise coupled with staff experience combine to make command material. Command billets exist at several levels. Some lieutenants and most captains can compete for command positions at small to mid-sized detachments. Senior captains through lieutenant colonels compete for command slots at large detachments or specialized field detachments (SFD). In general, most AFOSI officers command a detachment before competing for lieutenant colonel. Full colonels command the squadrons, regions, and the investigative operations center.

4.20.4.1. After a successful leadership tour, officers competing for lieutenant colonel or colonel will have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these officers are assigned to Air Staff or joint-duty billets.

4.20.4.2. This narrative does not suggest that all AFOSI officers need to strive to be the Commander of AFOSI, or that there is only one ideal path to that level. However, the path to that level normally includes a strong technical base, command experience at various levels, and staff experience at the FOA and Air Staff levels. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.21. Services Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool", for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.21.1. Your commander or supervisor is available to guide and counsel you, but ultimately you must make the decisions. This career path should help you with those decisions. Figure 4.41 is the 34MX pyramid which shows you the types of opportunities available in your career field. Figure 4.42 is a services career path experience matrix which is based on the "three-legged-stool theory" of professional development. This matrix indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in services. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It's important these characteristics are properly developed and balanced. A detailed discussion of each follow.





mission requirements; for the maintenance of sanitation standards within all food operations; for the planning and programming of necessary food service facilities to include required equipment and supplies; development and execution of APF budget; and the direct supervision of all assigned military and APF civilian personnel.

4.21.2.2. As a lodging officer, you would be responsible for base lodging operations to include Visiting Officer Quarters (VOQ), Visiting Airmen Quarters (VAQ), Temporary Lodging Facilities (TLF) and front desk or administrative functions as well. Responsibilities include ensuring that all lodging facilities meet current standards and are operated at maximum efficiency; that first rate customer service is provided to all guests; planning and programming all facility (including equipment and supply) requirements; and supervision of assigned military and or civilian (both APF and NAF) workforce. Development and execution of budgets for APF and non-appropriated fund (NAF) requirements is also expected.

4.21.2.3. While assigned to the military support flight, you may be given some opportunity for experience with some of the other activities (physical fitness center or community activity center) where you will gain additional skills in managing people and programs. Most services officers are also assigned responsibilities associated with the mortuary affairs program. These duties demand a great deal of professionalism and sensitivity but can also be very rewarding. In addition, services officers at every level are trained in readiness and mobility duties for possible deployment to perform essential functions in wartime or other contingencies.

4.21.2.4. To experience the full breadth of these opportunities in sufficient depth, a minimum of two permanent changes of station (PCS) moves may be required, although you could be assigned to both positions consecutively at your first base. When contemplating such a move, keep in mind the following:

- A balanced approach to professional development--if you spent 2 years assigned as a food service officer, then seek an opportunity to become an innkeeper.
- An overseas tour--approximately 1/4 of the services billets worldwide are overseas. Short-tour overseas assignments represent prime opportunities to quickly fill gaps in your professional development, and to hone skills in a typically austere environment.
- A change in MAJCOM--be mindful of the fact that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air Staff or joint staff officer.
- During your second or subsequent assignments, you may want to consider a position in the plans and force management flight. Your duties here would most likely include plans and programs for the squadron or division, contingency planning, readiness and training programs, and mortuary affairs. This flight also includes marketing and publicity functions, and the human resource office, both of which are staffed by civilians.

4.21.2.5. Upon completion of your second tour in services, a variety of new options become available. You'll have the opportunity to:

- Concentrate on building depth by commanding a larger branch or a flight at a small or medium base.
- Compete for one of the advanced academic degree (AAD) program positions, managed through the Air Force Institute of Technology (AFIT). Officers selected for AFIT are sent to one of a number of universities for an 18-month period where they earn a masters degree in Hotel Administration/Restaurant Management. Following graduation, you would be assigned to a position requiring the AAD where newly learned analytical skills and the latest technology from the civilian world will be applied.
- Compete for commander billets at overseas sites. These positions give our young officers an opportunity to be a site commander at the grade of captain. These positions offer excellent opportunities to lead a site and gain experience for future commander positions.

4.21.3. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets above the wing level are prevalent in every major Air Force command and numerous joint service agencies. Your attractiveness as a staff officer to a particular command will depend greatly on your overall experience and your specific experience in that command. So experience in more than one command is desirable. In addition, there are also a number of company grade staff officer positions at the Air Force Services Agency in San Antonio that would provide a variety of excellent staff experience.

4.21.3.1. In addition to services staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or the Air Force Academy. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect either a joint-duty staff assignment or MAJCOM or Air Staff level position upon graduation. Joint duty is key to our warfighting capability, and the Air Force should send its brightest and best officers to joint duty to ensure the Air Force is well represented in this critical area. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence, or by seminar.

4.21.4. For selected officers, technical expertise coupled with staff experience combine to prepare officers for command. Command billets exist at several levels. Senior captains and junior majors can compete for squadron commander billets at small and medium bases, while more senior and experienced majors and lieutenant colonels should vie for the large squadron commander positions. Assignments for senior lieutenant colonels include opportunities to serve as deputy support group commanders, mission support group commanders, services squadron commander, as well as key positions at the Services Agency, or on the Air Staff. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these officers are assigned to the Air Staff or a joint-duty billet, and some are chosen for command at the group level.

4.21.5. This narrative does not suggest that all services officers should strive to be the next Air Staff Director of Services, or that there is only one ideal path to that level. However, studies indicate that a successful Air Force services career normally includes a strong technical base, solid staff experience, and appear to be essential building blocks for promotion to senior services positions. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

**4.22. Public Affairs Career Path.** Future Air Force leaders will be those officers who demonstrate breadth and depth in their career field, show the ability to perform in high-level staff jobs, to include joint positions, and prove the ability to lead. These three components form a "three-legged stool," for our future leaders to follow. Your development as a future Air Force leader begins now, and the decisions you make and why you make them will greatly impact your future.

4.22.1. Your commander or supervisor is available to guide and counsel you to achieve a healthy harmony of these two objectives, but ultimately you must make the decisions. Figure 4.43 is the 35PX pyramid which shows you the type of opportunities available in your career field. Figure 4.44 is a public affairs career path experience matrix which is based on the "three-legged-stool" theory of professional development. This matrix indicates the types of jobs and experiences which are mandatory, essential, desired, or optional for success at various levels in public affairs. The first leg is technical expertise; its foundation is laid early in your military career. The second leg is success in a challenging staff job. The third leg is success as a leader. It is important these characteristics are properly developed and balanced. A detailed discussion of each follow.

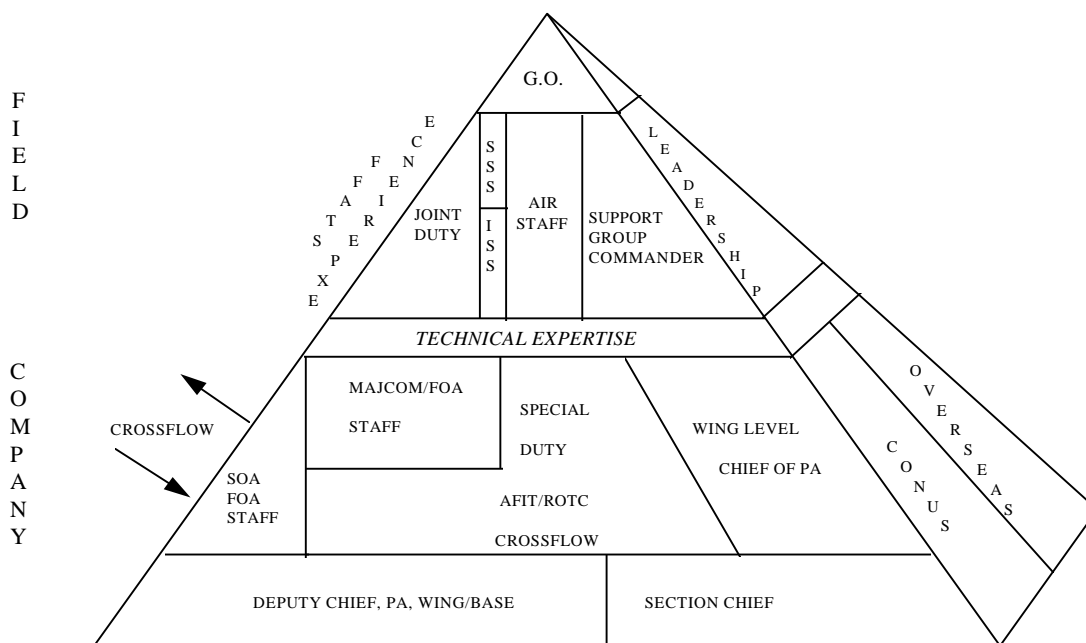


Figure 4.43. Public Affairs Career Path Pyramid.

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

7-9 YRS WING/BASE EXP  
\*NON JOINT DUTY

Technical Expertise

KEY

M = Mandatory  
E = Essential  
D = Desired  
O = Optional

**Figure 4.44. Public Affairs Career Path Experience Matrix.**

4.22.2. When initially assigned to public affairs, you are expected to build depth through technical experience within the career field. Public affairs, at every level, has three focus areas--media relations, internal information and community relations.

4.22.2.1. Media relations involves the interaction with local, national and international media. Working relations with media representatives are, at the same time, personal and highly professional.

4.22.2.2. Internal information activities vary with level of command and location. In all cases, however, the prime goal of internal information is to keep personnel fully informed so that the end result is high morale, high productivity and retention. The primary tool used is the base newspaper.

4.22.2.3. The goals of community relations are to develop and carry out programs to earn understanding, acceptance, and support of the Air Force role in national defense and to foster equal treatment and respect for Air Force people and their families in communities where there is an Air Force presence. The Public Affairs Office (PAO) studies and analyzes public and organizational attitudes in the community and conducts programs to achieve these goals.

4.22.2.4. The PAO at wing, group, center, or higher headquarters, is a member of the commander's personal staff. This provides direct access to the commander, a necessity if the PAO is to carry out assigned duties successfully. As a staff member, the PAO advises the commander and other staff officers on matters related to public affairs. This requires a broad knowledge of Air Force operations and the ability to foresee the impact that proposed command and staff actions will have on internal and external publics.

4.22.2.5. To experience the full breadth of these opportunities in sufficient depth, a minimum of two permanent changes of station (PCS) is normally required. When contemplating such a move keep in mind the following:

- A balanced approach to professional development--if you spent the past several years assigned as a deputy chief of public affairs, then seek opportunities to be a chief.
- An overseas tour--approximately 20 percent of the public affairs billets are worldwide overseas. Short tour overseas assignments represent prime opportunities to be a chief of public affairs early in your career.
- A change in MAJCOM--be mindful of the fact that experience in several different major commands will give you a broader view of the total Air Force mission and a deeper understanding of how all the "pieces" fit together. This knowledge will lay the foundation for your future success as an Air Staff or joint staff officer.

- Upon completion of your second tour in public affairs, a variety of new options become available. You will have the opportunity to: Concentrate on building depth by leading a larger public affairs office; and compete for The Air Force Institute of Technology. Officers graduating from this program earn a master's degree in mass communication, and are assigned to advanced academic degree billets, where their newly learned analytical skills are employed.

4.22.3. The technical foundation you build early in your career will pay great dividends as a staff officer. Staff billets above the wing level are prevalent in every major Air Force command and numerous joint agencies. Your attractiveness as a staff officer to a particular command will depend greatly on your experience in that command.

4.22.3.1. In addition to public affairs staff positions, a limited number of staff billets can be found outside the career field. These opportunities include serving as an instructor in ROTC, Basic Military Training, OTS, SOS, Recruiting Service, or the Air Force Academy. Promotion to major brings with it an opportunity to attend Intermediate Service School (ISS) in-residence. ISS students should expect a joint-duty staff assignment upon graduation. A joint-duty tour is a mandatory requirement for promotion to general officer. Officers should consider joint duty early in their field grade career so they do not limit their options when promoted to colonel. Those officers desiring further promotion, but not selected for school in-residence, must complete PME by correspondence, or by seminar.

4.22.4. For selected officers, technical expertise coupled with staff experience combine to prepare officers for command. Senior captains can compete for detachment commanders at broadcasting units, while more seasoned majors and lieutenant colonels compete for the broadcasting squadrons. Assignments for senior lieutenant colonels also include opportunities to serve as ROTC detachment commanders and deputy support group commanders. After a successful leadership tour, officers competing for promotion to lieutenant colonel or colonel will also have the opportunity to vie for in-residence attendance at Senior Service School (SSS). Upon graduation, most of these officers are assigned to the Air Staff or a joint-duty billet, and some are chosen for command at the group level.

4.22.5. This narrative does not suggest that all public affairs officers should strive to be the next Director of Public Affairs, or that there is only one ideal path to that level. However, studies indicate that a successful Air Force public affairs career normally includes a strong technical base, solid staff experience, and challenging leadership positions. Whatever your goals, the oft-used phrase still holds true: how well you do in your current job is the most important factor in determining your future success.

## Chapter 5

### CHAPLAIN SERVICE OFFICER

**5.1. Chaplain Service Career Path.** This career path will help you plan and achieve your Air Force goals as a chaplain. There are no definitive, concrete steps that need to be attained to reach rank. There are however, certain positions or experiences that will assist you in meeting your goals. This section will discuss topics of interest to all chaplains.

5.1.1. The first step in any career plan is to define your goals. Many chaplains have not set clear-cut goals: However, goals are the key to success. Consider the following questions:

"What do I want to do?"

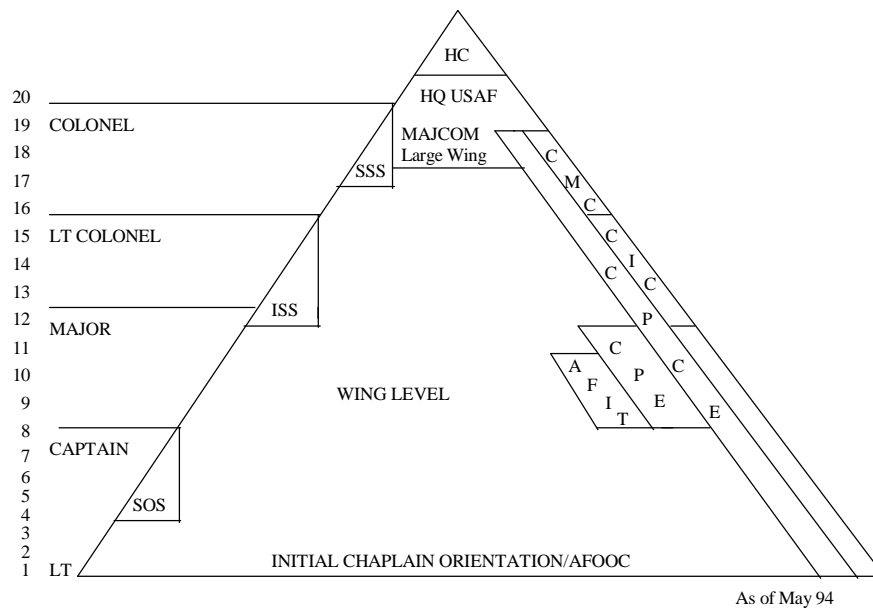
Individual goals: Professional, personal, family.

"Where do I want to serve?"

Wing level? Senior staff level? Command level? Air Staff level? Chief of Chaplains?

5.1.1.1 Regardless of your individual answers to these questions, goals are an essential element to achieve a successful vocation and career. You are the only one who knows your goals. You can keep your goals to yourself or discuss them with your supervisor or wing chaplain. *A chaplain's key to success is solid performance and commitment to minister to Air Force personnel and their families.* Remember, no matter where you are or what you're assigned to do, "Bloom where you are planted" (i.e., work your current ministry--not the next assignment). Always maintain spiritual order and discipline.

5.1.2. Figure 5.1 gives information on professional development in the chaplain utilization field. It applies to Air Force chaplains who, although initially appointed as commissioned officers, are designated "chaplains" because of their professional training 10 U.S.C. 8067, and AFI 36-2005, *Appointment in Commissioned Grades and Designation and Assignment in Professional Categories* (formerly AFR 36-15), and AFD 52-1, *Chaplain Service*. Accordingly, they are not retained or utilized out of their chaplain professional areas.



**Figure 5.1. Chaplain Service Career Path Pyramid.**

5.1.3. The chaplain service develops and implements policies and procedures for Air Force Chaplain Service functions; identifies religious support requirements compatible with the rights and needs of assigned personnel; manages resources to support readiness ministry requirements and pluralistic religious programs at permanent bases, industrial complexes, medical facilities and deployed sites. Advises commanders on religious, ethical, moral, morale, and quality of life matters.

5.1.4. The chaplain service duties and responsibilities include designing, planning, executing, and evaluating ministry strategies that support the chaplain mission during peacetime, contingencies, national emergencies, military exercises and combat operations; implementing the Chaplain Readiness Team (CRT) concept of operations; training, utilizing, and equipping chaplain service personnel as CRTs; directing chaplain control center during contingencies, exercises and combat actions; providing ministry support during crisis response operations; and presenting religious customs and culture briefings. The Chaplain:

5.1.4.1. Provides presence ministry and conducts worship services, liturgies, and rites; provides pastoral counseling, religious education, spiritual renewal, lay leadership training, and humanitarian outreach opportunities; participates in religious, patriotic, and community events.

5.1.4.2. Supervises administration and fiscal control of chaplain service functions; advises commanders on religious, ethical, moral, morale, and quality of life matters; obtains commander approval to use appropriate facilities and sites for worship, rites and counseling.

5.1.4.3. Maintains ecclesiastical liaison with religious officials and submits required professional reports and records.

5.1.5. Specialties in the Chaplain Function are:

- **52R1, Entry level**--Assigned to all chaplains entering the chaplain service;
- **52R3, Fully qualified**--Awarded to all fully qualified chaplains who have completed the Air Force Officers Orientation Course (AFOOC) or its equivalent, Chaplain Orientation Course (COC), and the Chaplain Combat Ministry Course. The officer plans, organizes, directs chaplain activities and provides, conducts, and administers religious services, rites and programs;
- **52R4, Staff above wing**--Awarded to all chaplains who hold staff positions above wing level.

5.1.6. It is essential that everyone involved in the CFETP develop, manage, conduct, and evaluate an effective program. The guidance provided in this part of the CFETP will ensure that individuals receive viable education/training at appropriate stages in their careers. The AFSC 52RQ career field progression flowchart identifies the education/training career path.

5.1.6.1. There are several factors to consider during the initial phase (0 - 3 years).

5.1.6.1.1. At the discretion of the senior chaplain, chaplains should experience diverse wing ministries during the first 2 years of active duty (e.g., example, religious education, chaplain funds, hospital ministry, mobility, and readiness). After completing 2 years of extended active duty, chaplains may apply to remain on active duty with Conditional Reserve Status. Chaplains may also remain on active duty for a specified period of time with a Specified Period of Time Contract.

5.1.6.1.2. Within 6 months of extended active duty, all chaplains will have completed Air Force Officer Orientation Course (AFOOC) and Air Force Chaplain Orientation Course (COC) and one of two Combat Ministry Courses (CMC) (Field/Survival or Hospital/Trauma). Supplemental training and guidance will be provided at installation level as required for specific assignments in the chaplain professional area. Chaplains will devote time and attention to personal and spiritual growth.

5.1.6.2. There are several factors to consider during the intermediate phase (4 - 13 years).

5.1.6.2.1. Assignments normally will be at the wing level while chaplains continue to increase their professional competence. Considerable emphasis will be given to broadening assignments at different echelons and mission environments with greater responsibilities. Chaplains will participate in middle management decision-making processes.

5.1.6.2.2. Chaplains should be trained in such areas as readiness, appropriated funds, budgeting, contracting, and action officer duties. Completion of appropriate level PME is critical for advancing to higher levels of leadership. Chaplains in supervisory positions who have completed SOS may attend the resident Air Force Chaplain Intermediate Course (CIC). Selected chaplains will attend an Intermediate Service School (ISS) in residence and short courses offered by the Air Force or DOD. Selection for ISS residence courses is by service school board action. Qualified chaplains may apply for resident Clinical Pastoral Education (CPE) or specific 52RQ-related Air Force Institute of Technology (AFIT) assignments designed to meet future needs of the Air Force. Continental United States (CONUS) chaplains will be sent to PCE courses at the CSI. Chaplains are encouraged to take part in continuing military and civilian-sponsored education programs to enhance their professional and spiritual development. Chaplains will devote time and attention to personal and spiritual growth.

5.1.6.3. There are several factors to consider during the Senior level phase (14 years to retirement).

5.1.6.3.1. Selected chaplains serve as wing senior chaplains and at MAJCOM/FOA/DRU, Air Staff, or unified and joint commands. The emphases are on mentoring and developing strong leaders for future responsibilities.

5.1.6.3.2. Selected chaplains may attend a Senior Service School (SSS) in residence and short courses offered by the Air Force or DoD. Selection for SSS is by service school board action. Completion of SSS via seminar or correspondence by all

other chaplains is a significant factor in advancing to higher levels of leadership. Chaplains selected for a position as a senior chaplain and have completed an ISS will attend the Air Force Chaplain Senior Course (CSC). All chaplains will continue to devote time and attention to personal and spiritual growth.

---

## Chapter 6

### MEDICAL SERVICE OFFICER

**6.1. Introduction to Medical Service Officer Career Paths.** These career paths will help you plan and achieve your Air Force career goals as a medical service officer. There are no definitive, concrete steps required for promotion. However, there are certain jobs or experiences that will assist you in reaching your goals. These vary considerably depending upon your corps and seniority. The following career paths contain information pertinent for specific career fields: Biomedical sciences corps; dental corps; medical corps; nurse corps; and medical service corps.

6.1.1. The first step in any career plan is to define your goals. Many officers have not set clear-cut goals; however, goals are the key to success. Consider the following questions:

"What do I want to do?"

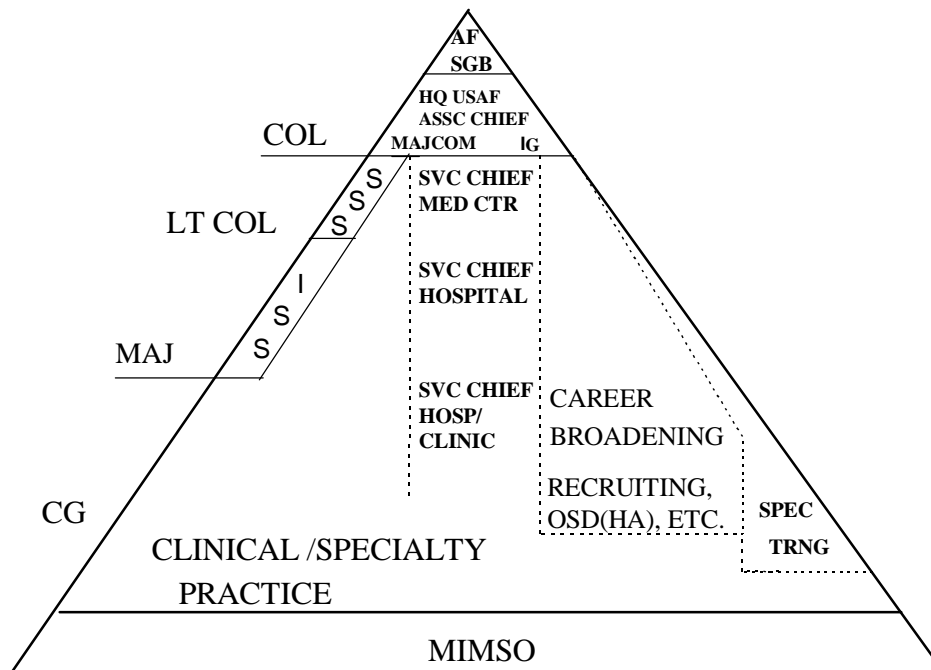
Individual goals: Professional, personal, family.

"Do I want to be a ..." group commander? squadron commander? hospital administrator? chief nurse? senior staff officer? clinical specialist? director of training?

6.1.2. Regardless of your individual answers to these questions, goals are an essential element to achieving a successful career. You are the only one who knows your goals. You can keep your goals to yourself or discuss them with your senior corps representative during career counseling. It's your choice. The remainder of this narrative may help you clarify your goals, provide items for discussion, and plan your future.

**6.2. Biomedical Sciences Corps Career Path.** There are no mandatory, concrete steps or squares that you must attain to reach your Air Force (AF) career goals as a Biomedical Sciences Corps officer (BSC). However, there are certain jobs, experiences, and professional development opportunities that will assist you in meeting your goals.

6.2.1. The professional BSC officer career path has five phases. Each phase requires a certain mix of breadth and depth of experience. The positions available within each phase require a unique mix of experience and expertise which is critical to your success in the Air Force. You start the process by understanding the levels of professional development and general assignments that characterize each phase. Figure 6.1 summarizes BSC career progression.



**Figure 6.1. Biomedical Sciences Corps Career Path Pyramid.**

6.2.2. The Air Force bases your initial rank and assignment on your education, constructive service credit, and professional experience acquired prior to active duty. During this initial phase (0 - 3 years), you will generally work closely with your supervisor to gain experience and proficiency in your specialty and gain an understanding of the basic operation of the Air Force Medical Service.

6.2.3. You should hold a fully qualified AFSC in your specialty at the intermediate phase (4 - 9 years) and be fully knowledgeable of the operation of the USAF Medical Service. Assignments will include general duties in your specialty. Independent supervisor or consultant duties in small or medium medical facilities are a possibility for the exceptional officer. Those officers in research may conduct general research and the exceptionally well qualified may fill senior research positions.

6.2.4. During the advanced phase (10 - 17 years), your assignment opportunities will include increased responsibility, supervisory, and staff support duties at the medical flight, base or staff level. Selected officers may assume staff positions at MAJCOMs or various agencies including joint duty. Other assignments may include instructor duty at the 3790th Medical Service Training Group, School of Aerospace Medicine, or Air Force Academy (USAFA).

6.2.5. Assignments during the staff phase (18 - 20 years) will be top-level supervisory and personnel management positions. Mission and clinical support positions will be at the staff level or in major specialized activities. Selected officers may occupy squadron commander positions.

6.2.6. The executive leader phase (21+ years) phase includes assignments with top-level management responsibilities such as MAJCOM consultant, HQ USAF, joint staff level, and medical treatment facility (MTF/SG) management, or program director at various agencies. Other assignments may include MAJCOM BSC staff advisor, associate chief of the BSC, specialty consultant to the Surgeon General, chief of the BSC, or chief of environmental or clinical sciences in the Directorate of Biomedical Sciences.

6.2.7. The BSC career broadening program identifies officers motivated towards contributing to the Air Force Medical Service mission in positions outside their particular specialty. For highly qualified officers, in the ranks of captain through colonel, these opportunities include: Medical readiness, quality assurance, health promotion, recruiting, medical inspection, research and development management, medical intelligence, BSC utilization and education at the Air Force Military Personnel Center (AFMPC), and various other staff positions throughout the Medical Service including command positions in medical treatment facilities. Your associate BSC chief or MTF BSC advisor can provide you guidance on potential assignments and application procedures. MAJCOM BSC staff advisors coordinate this program within their respective commands.



6.2.8. The Air Force selected you for active duty commissioning to perform specific professional or technical duties. Your initial assignments will allow you to develop into a highly competent specialist and Air Force officer. The Air Force makes all assignments in an equitable manner which best meets its needs and promotes your professional development. As much as possible, your individual preferences are a part of the assignment equation. Your BSC utilization officer at the AFMPC is solely responsible for your assignments, working closely with you and your associate chief.

6.2.9. With few exceptions, you as a newly commissioned BSC officer, while en route to your first assignment, will attend the 2 1/2 week Military Indoctrination for Medical Service Officers (MIMSO) course at Maxwell AFB. You will attend with new members of other corps in the USAF Medical Service (AFMS) and become acquainted with the responsibilities of AFMS officers. Training includes the basic military knowledge, skills, and attitudes necessary for initial performance as an Air Force officer including: Military bearing, behavior, customs and courtesies; formations, drill, and ceremonies; medical readiness; security; physical fitness and weight control; leadership roles of Air Force officers; and responsibilities of the various Medical Service corps.

6.2.10. The Air Force and the BSC strongly recommend you take Professional Military Education (PME). These courses provide a broad perspective on the Air Force mission and operations, thus enabling you to grow as an Air Force officer. You should complete Squadron Officer School (SOS), Air Command and Staff College (ACSC), and Air War College (AWC) by correspondence, non-resident seminar program or in residence. Due to quota limitations, only a minority of Medical Service officers attend PME in residence; so, you should plan to complete this education by either correspondence or non-resident seminar. You should complete SOS while you are a captain and before you compete in the primary zone for major. Similarly, plan to complete ACSC as a major, and AWC as a lieutenant colonel. There are other equivalent PME courses. Contact your base education office for more information.

6.2.11. If you wish to serve past your initial commitment, as an AFMS officer (unlike your line counterparts) you must apply for Conditional Reserve Status (CRS) per AFI 36-2610, *Appointing Regular Air Force Officers and Obtaining Conditional Reserve Status*. You must complete 2 years of commissioned service (active duty) by the time your application meets the selection board. When selected, you'll receive an indefinite date of separation (DOS). This new indefinite DOS does not obligate, but rather, allows you to stay on active duty and pursue an AF career. The CRS boards meet semiannually at AFMPC in May and November. If DoD requires you to be licensed (e.g., pharmacists, clinical psychologists, physical therapists, optometrists, social workers and podiatrists), you must provide evidence of a license to meet the CRS board.

6.2.12. Graduate education and training opportunities are available to you. If interested, contact AFIT and request they evaluate your academic record to determine eligibility.

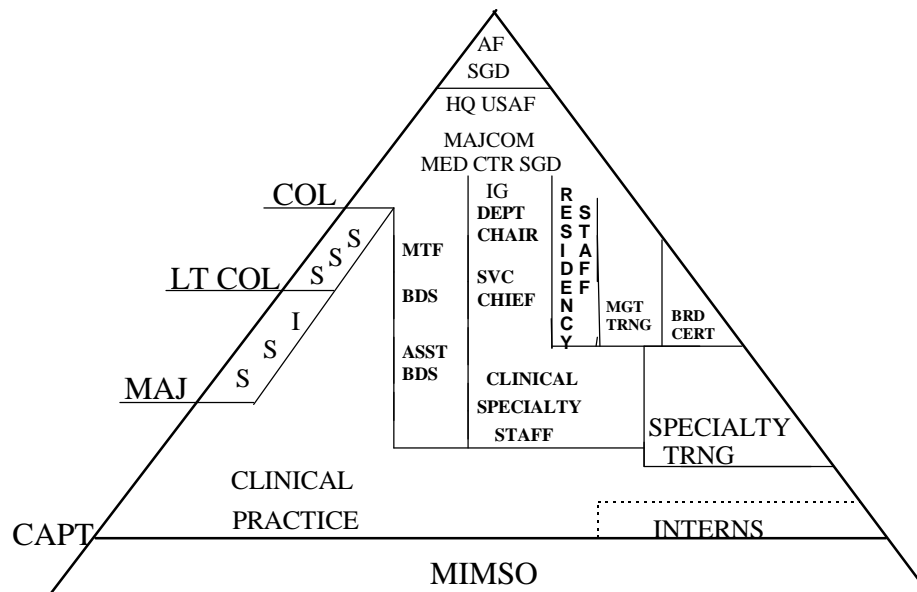
6.2.13. The BSC affords you the opportunity to attend short courses and symposia pertinent to your specialty, provided quotas are available. The MAJCOMs and associate chiefs of the BSC receive quotas which they distribute to the bases.

6.2.14. AFCAT 36-2223, *USAF Formal Schools*, provides information on many courses that are available. Other educational opportunities include Extension Course Institute (ECI) and on-base university courses. You should consider enrolling in courses applicable to your specialty which will improve your duty performance and broaden your background.

6.2.15. An important method for demonstrating your professional expertise is affiliation with civilian professional organizations. Maintaining active membership and actively seeking advanced membership status, e.g., board certification, diplomat status, etc., are significant professional activities which communicate your continued professional development.

**6.3. Dental Corps Career Path.** General Information--The Dental Service offers a variety of positions which promote career progression for individual officers with wide ranging personal goals and interests. Job opportunities and assignment locations tend to be more limited as dental officers progress or become more specialized. All dental officers should endeavor to remain professionally active throughout their military careers and must maintain active state dental license. The Dental Service strongly encourages active membership in civilian professional organizations.

6.3.1. Figure 6.2 shows success is achieved via many pathways in the Dental Service. An important factor is to be the best you can be at your current job. Set future goals and prepare yourself by gaining practical experience in as many aspects of the Dental Service as possible. Though competition is keen, excellent job opportunities are available. It is advisable to pursue available opportunities regardless of assignment location. Individual officers should monitor the electronic bulletin board and volunteer for assignments they feel are appropriate. Officers should coordinate with their supervisors and take a proactive role in their own assignment process.



**Figure 6.2. Dental Corps Career Path Pyramid.**

6.3.2. Continuing education provides professional development opportunities and each officer should pursue refresher courses in professional and management subjects pertinent to their daily practice. The Air Force requires that dental officers complete 150 hours of continuing education every 3 years and will often fund nationally recognized dental meetings. Local in-house programs and AETC-sponsored courses are other excellent sources for continuing education.

6.3.3. Formal postgraduate residencies are available for career officers in oral maxillofacial surgery, periodontics, prosthodontics, endodontics, general dentistry, orthodontics, pediatric dentistry, and oral pathology. Opportunities for training in respective disciplines vary according to projected Air Force requirements. The majority of career officers elect to attend one of these programs during their careers and a few attend fellowships available after completion of initial residency training.

6.3.4. Professional military education is an important integral part of a dental officer's professional development. Officers should complete the courses appropriate for their rank and may begin by enrolling in the Squadron Officer School correspondence course as junior captains. More advanced courses can be taken as the officer progresses in rank by correspondence, seminar or in residence. Competition for the limited number of spaces allocated to the Medical Service for training in residence is tough and dental officers are encouraged to pursue the seminar mode for intermediate and senior service schools.

6.3.5. All dentists entering the Air Force must be graduates of dental schools accredited by the American Dental Association. The vast majority are recently graduated general dentists, with a small number of specialists entering as needed. They apply through the Recruiting Service and challenge competitive boards. The Air Force offers a limited number of Health Professions Scholarships to exceptionally talented dental students for the final year of dental school. If selected, candidates must apply for the Advanced Education in General Dentistry-1 Program.

6.3.6. During initial development (0 - 5 years), newly commissioned dental officers will attend the Military Indoctrination for Medical Service Officers course at OTS/CTM, Maxwell AFB. They are then assigned to dental facilities throughout the Air Force to gain experience and proficiency while providing high quality dental services.

6.3.6.1. Many recently graduated general dental officers begin their service as residents in an Air Force Advanced Education in General Dentistry-1 Program. These demanding 12-month training programs, located at numerous regional hospitals and medical centers, provide advanced training in all disciplines of general dentistry and prepare the new officers for later duty in small clinics where few or no specialists are available. Other new general dental officers usually serve at larger medical treatment facilities where they may have an opportunity to complete training rotations through specialty sections during their early years of service.

6.3.6.2. The initial assignment enhances the officers' clinical competency while adding depth to their background of professional experience. Simultaneously, they demonstrate aptitude and personal interest in specialty areas which often

lead them to postgraduate specialty training later in their careers. Officers who enter the Air Force after completing specialty training, practice in their particular specialty from the outset as far as professional requirements permit.

6.3.6.3. After 24 months on extended active duty, dental officers may apply for Conditional Reserve Status and, if accepted by a competitive board, remain on active duty as career dental officers. As career officers, general dentists are eligible to apply for Air Force-sponsored postgraduate training in a wide variety of dental specialties. In most cases, dental officers are reassigned between the third and sixth year of service, either to postgraduate training or to an overseas location.

6.3.6.4. It is imperative that young officers seek and receive competent career counseling during these formative years so they will be aware of numerous options and make proper decisions. While dental squadron commanders and special consultants (for specialists) serve as the primary career counselors, all senior officers are available for advice and counsel. Officers are often uncertain of their long term desires and it is not essential that they make binding decisions at this early stage of their careers. For instance, many successful career officers delay postgraduate training until the intermediate stage of their careers.

6.3.7. Most officers' assignments will continue to be at the base operating clinic level during the intermediate development phase (6 - 12 years). Their clinical competence advances while new supervisory responsibilities and managerial tasks are encountered. While dental officers usually assume minimal additional duties during their initial development, there is generally a broad proliferation of them during these years. These include training officer, laboratory officer, preventive dentistry officer, radiology officer, quality assurance officer, and others. Officers often serve on medical treatment facility committees outside the dental clinic and are attached to all air transportable hospitals, which deploy as needed.

6.3.7.1. Most dental officers complete postgraduate residencies during these years or shortly thereafter. They then serve as clinical specialists in their areas of expertise and the majority of them challenge their respective specialty boards as soon as eligible.

6.3.7.2. Selected officers may serve as area dental laboratory officers; in teaching positions at the 381 TS, Sheppard AFB, at the Dental Investigation Service at Brooks AFB; or as part time assistants to MAJCOM dental surgeons. The Base Dental Surgeon Course is desirable during this time for a small number of select officers who seek greater administrative responsibility.

6.3.7.3. Dental officers who have completed 5 or more years federal service as dental officers may apply for a Regular Air Force commission. While other career officers must retire upon reaching 20 years of service, Regular Air Force officers may remain longer. The selection process is lengthy (8 - 15 months) and officers are encouraged to apply between 5 - 12 years of service to facilitate career planning.

6.3.8. After building on the knowledge and experience gained during numerous years of service, dental officers will assume more demanding managerial positions during the advanced development phase (12 - 29 years).

6.3.8.1. Specialists will usually serve as chiefs of respective specialty sections in larger dental facilities. They conduct advanced training programs, provide specialized patient care, and a select few senior officers serve as special consultants to the USAF Director of Dental Services.

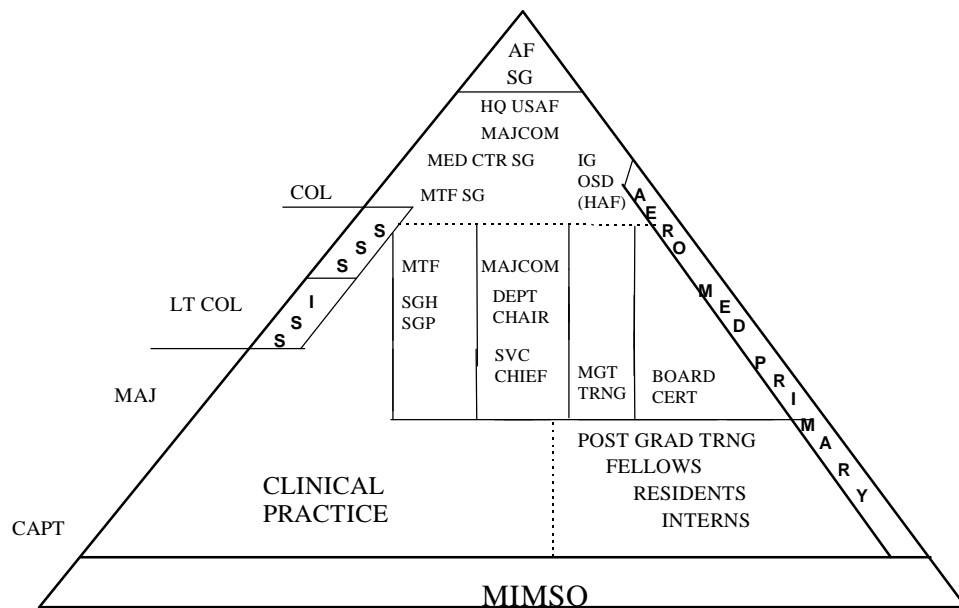
6.3.8.2. While dental officers of all AFSCs may serve as dental squadron commanders, the vast majority of them are general dentists who have completed an advanced training program. Most are colonels, but a small number of selected lieutenant colonels serve in these positions at smaller clinics. Selection is based upon an officer's experience, education, and demonstrated ability.

6.3.8.3. Officers who possess outstanding management and professional skills may serve in staff and command positions, regardless of AFSC. Those who desire such a position should attend the Base Dental Surgeon Course and the Advanced Dental Concepts Course. Positions are available for a select group of colonels who have demonstrated the unique administrative expertise needed to meet the requirements imposed by such positions. Those positions are located at Air Staff and MAJCOM levels, HQ AFMPC, HQ AFIA, and as directors of dental services at the largest Air Force dental activities.

**6.4. Medical Corps Career Path.** The Medical Corps professional development program is directed toward meeting your needs and interests. Professional development is encouraged through continued medical education programs centered on attending professional meetings, symposia, and short courses on a regular basis. Stability of assignments is also a major objective for our physicians. This is accomplished by reducing reassignments to only those essential for Air Force needs. There are four medical areas of expertise for the professional medical officer: Clinical medicine, academic medicine, aerospace medicine and executive medicine. Professional development occurs in any one or a combination of these various fields. Your desires and capabilities in conjunction with the needs of the Air Force will determine the professional development track that you choose.

6.4.1. As an Air Force physician, you have the option to pursue a number of career enhancing paths. Your Air Force consultant has been appointed by the Air Force Surgeon General to give you appropriate advice in attaining your goals, whatever they may be. You may wish to choose a career in clinical medicine, medical research and development, academic

medicine, aerospace medicine, or executive medicine. Figure 6.3 provides a general idea of career tracks and phase points in a physician's career.



**Figure 6.3. Medical Corps Career Path Pyramid.**

6.4.2. The USAF Medical Service is composed of clinics, hospitals, and area medical centers. Clinics are primarily outpatient treatment facilities. Hospitals are designed for outpatient and inpatient treatment. Area medical centers are large medical facilities having a full complement of medical specialists and facilities for comprehensive care. These medical facilities are interconnected by an efficient aeromedical system for transfer of patients requiring medical care that is not available at the local facility. You may remain in clinical medicine during your entire Air Force career. Also, consideration will be given to those physicians who are willing to be assigned to bases that are geographically remote and generally not highly competitive assignment areas. The Air Force attempts to provide stabilized tours to physicians so that patient care relationships can be developed over time. However, the needs of the Air Force must always come first and may necessitate your PCS reassignment after a period of time that normally equals 3 to 4 years on station for the member. Occasionally, remote duty assignments must be filled. These tours are to locations that require the physician to serve 12 - 15 months without family. An example is Korea.

6.4.3. Postgraduate education programs are available to you and carried out at medical centers at Lackland AFB, Keesler AFB, Wright-Patterson AFB, Travis AFB, Scott AFB, Eglin AFB, Offutt AFB, and Andrews AFB. Long term assignments to these facilities are important to provide continuity of the teaching staff. The Surgeon General considers these educational programs to be most important in the development and maintenance of a highly skilled medical corps. Assignments in academic medicine are usually earned through prior academic qualification or through demonstrated academic capabilities during an officer's early years in the Air Force. Academic positions are also open at area medical centers, regional hospitals with teaching programs, and the Uniformed Services University of Health Sciences (USUHS) at Bethesda Naval hospital. Non-clerical training positions are available at the 882d Training Group, Sheppard AFB, and at the USAF School of Aerospace Medicine at Brooks AFB. These assignments provide opportunities to mix a clinical practice with the challenges of teaching.

6.4.4. A career in Aerospace Medicine as a flight surgeon provides numerous challenges and responsibilities. There are three distinct career tracks in Aerospace Medicine; clinical, research and development, and education. All three tracks require a basic knowledge of aerospace medicine. It also requires that you have an understanding of how the squadron flight surgeon interacts with those aircrew who fly USAF aircraft, those who maintain our weapon systems and those who control and support flights from the ground. Therefore, all career tracks in aerospace medicine begin with the primary course in Aerospace Medicine and an assignment as a squadron flight surgeon. Figure 6.4 outlines the basic structure of the three career tracks.

<b>Clinical</b>	<b>Research and Dev</b>	<b>Education</b>
Squadron Flight Surgeon	Squadron Flight Surgeon	Squadron Flight Surgeon
Residency in Aerospace Medicine (RAM)	Residency in Aerospace Medicine	Residency in Aerospace Medicine
Chief, Aeromedical Services	Chief, Aeromedical Services	Chief, Aeromedical Services
Aeromedical Consult Service (CS)	Human Systems Division (HSD) Course	Director, Aerospace Medicine
Branch Chief	Deputy Chief	Director, Residency in
	Aeromedical Services	
Aeromedical Consult Service	Directorate	Residency in Aeromedical Services
MAJCOM	Acquisition Career Track	Branch Chief, USAFSAM
Chief, Aerospace Medicine		

**Figure 6.4. Basic Structure of the Three Career Tracks.**

6.4.5. The Clinical Aerospace Medicine career path emphasizes operational aeromedical problems and selection and retention standards. Assignments at the Aeromedical Consult Service are primarily involved with aircrew retention standards and evaluating aircrew with unique medical problems. All MAJCOM assignments require knowledge in aircrew standards and in the philosophy of aeromedical disposition in order to function as the waiver authority for grounded aviators in the command. Each MAJCOM assignment has different operational concerns. A flight surgeon would be greatly helped by past experience in the command prior to an assignment with the headquarters staff, though this is not absolutely required.

6.4.6. A majority of the assignments in the Research and Development career track are located in the USAF Materiel Command and specifically in the Human Systems Division at Brooks AFB and Wright-Patterson AFB. The acquisition process has incorporated distinct educational courses and a career track for those flight surgeons who wish to become involved as both basic researchers and research and acquisition managers. Areas of interest are numerous but include life support equipment, man machine interface, selection and retention standards, occupational medicine and preventive medicine. Assignments at bases such as Edwards AFB and Eglin AFB are also of primary importance.

6.4.7. For those interested in teaching flight surgeons at all levels and in developing courses to meet specific needs in USAF Aerospace Medicine, a diverse experience in Aerospace Medicine followed by assignment to the USAF School of Aerospace Medicine is required. All instruction by the USAF in Aerospace Medicine is located or developed at USAFSAM, including the Primary Course in Aerospace Medicine and Residency in Aerospace Medicine. Additional courses include Operational Aeromedical Problems and Global Medicine. The USAF also participates in the tri-service Combat Casualty Care course at Fort Sam Houston. Though the three career tracks are distinct and require orderly progression to successfully advance, there are ample opportunities for command and staff assignments without jeopardizing future return to the primary area of interest. An intentional effort should be made to seek assignments during a career in as many commands as possible to experience different weapon systems and mission requirements, including an overseas assignment. It will be impossible to take advantage of every opportunity available to a flight surgeon during a USAF career but as much diversity as possible will certainly result in a more successful and productive career in Aerospace Medicine.

6.4.8. The Air Force Medical Service provides opportunities for executive medicine and command. Physicians in this professional group function as hospital or clinic commanders, directors of hospital or clinic services, and staff members in headquarters assignments. Physicians who desire to professionally develop in executive medicine and command, generally begin by assuming increased administrative responsibility in their medical facility of assignment. This field is open to all qualified members of the Medical Corps. After an initial period of operational practice of medicine in the Air Force, you may want to enter executive medicine. To be a commander or Chief, Hospital/Clinical Services, it is necessary for your record to meet the Medical Service Management Selection Board (MSMSB). This is a yearly board convened at HQ AFMPC, Randolph AFB, for the sole purpose of recommending physicians for executive management positions. Upon favorable selection by this board, you are entered into a pool of talented officers that are picked to fill executive management positions as they become available. Demonstrated ability in administrative medicine will usually result in a succession of positions with increasing levels of responsibility. Specific job experience that can lead to executive medicine positions are: Chief of service or chief of department (for example, pediatrics, internal medicine, surgery) leading to duty as chief of hospital or clinical services; and chief of flight or missile medicine or chief of hospital services.

6.4.9. Professional development is your responsibility as well as the medical manager's at each level in the Air Force. After receiving the assignment and reporting in, you should be oriented to the medical facility and integrated into the daily routines as quickly as possible. The following is provided as a guide for you and your supervisor to assist in counseling and development of career plans:

6.4.9.1. Identify key factors that show your professional and personal needs: Additional education; desire to teach; preference for certain size facility; geographical location, defined professional interest, desire for management responsibility, and professional expectations.

6.4.9.2. You should be provided information such as: Opportunities as a military physician; hours; workload; compensation; education opportunities; retirement security; and flexibility to alter career goals.

6.4.10. Education and training for physicians will generally fall into four categories. These are specialized military training programs, graduate professional education, continuing medical education, and professional military education. Education programs 20 weeks or longer will incur active duty service commitments. These active duty service commitments are used to provide increased stability of the Armed Forces and to make sure that the paid education benefits the service.

6.4.11. Newly commissioned medical officers attend the 2 1/2 week Military Indoctrination for Medical Service Officers (MIMSO) course before reporting to the first duty station. The course provides personnel processing and orientation for new officers. Formal instruction is provided to help you understand professional, administrative, and personal responsibilities and to assist you as a member of the Air Force Medical Service.

6.4.12. The Aerospace Medicine Primary Course is available to qualified physicians. It is designed primarily for those physicians who will function as flight surgeons. Medical officers receive a basic knowledge of the principles of aerospace and missile medicine; instructions in the techniques and methods of medical selection of aircrews; instruction in the prevention, diagnosis, and treatment of diseases that are significant because of the work environment of airmen; and orientation in Air Force doctrine and the role of aerospace power in national defense. This course is also required for physicians before assuming command positions.

6.4.13. Opportunities for residency training in the medical specialties are provided for officers of the Medical Corps. Educational facilities of the military services and those of other government agencies and civilian teaching institutions are also used. The objective of this part of the medical education program is to provide an adequate number of well-trained physicians to staff Air Force medical facilities and to ensure a high standard of care for the Air Force personnel.

6.4.14. A limited number of qualified, interested, and dedicated officers are permitted to take graduate or postgraduate courses in research, basic sciences, and related fields. Medical research fellowships and training in basic allied sciences at civilian universities and colleges are included.

6.4.15. Postgraduate professional educational courses and programs in this category provide initial or continued training needed by medical officers to perform their assigned duties. This training may be obtained in military or civilian institutions. Examples of this type of training are the many professional meetings, symposia, and short courses conducted by military and civilian teaching hospitals, professional societies, universities, and schools.

6.4.15.1. Extended periods of postgraduate education are available for Air Force physicians. This education may consist of a period of training for more than 90 days taken as a fellowship or as a course of training associated with primary Air Force duties. This training may occur in a military or civilian setting. Education and training is subject to available education man-years.

6.4.16. Professional military education (PME) is available to all officers of the Medical Corps. This education may be included in the overall professional development of an officer, contingent on the needs of the Medical Service and the desires of the individual. Competition for the limited number of spaces allocated the Medical Service for training in residence is extremely keen. PME by correspondence or seminar, is highly recommended for all physicians interested in careers in executive medicine and command.

6.4.17. Upon entering the Air Force, you will be given an Air Force specialty code (AFSC) that identifies your training and experience. As you develop professionally, additional specialty codes may be added to identify your secondary and tertiary qualifications. These specialty codes are used to determine your general area of assignment. Detailed information on the classification of medical corps officers can be found in numerous Air Force directives.

6.4.18. Physicians Permanent Change of Station (PCS) moves are carefully monitored by the Office of the Surgeon General. Physician assignments are managed from the Directorate of Medical Service Officer Management, Headquarters Air Force Military Personnel Center (AFMPC), Randolph AFB. Your utilization officer is assigned this directorate and has the responsibility to assist you with career matters as they pertain to personnel policies. For example, your utilization officer can advise you on the frequency of moves you can make, the areas of the world that are available for reassignment in your specialty, and assistance with pay problems.

6.4.18.1. For each physician career field, the Air Force Surgeon General has appointed a consultant. The role of this consultant is to assist you in professional career decisions. This consultant is a senior physician who understands your needs and the needs of the Air Force. He will assist you in the numerous professional matters that will certainly arise over a career. Specific names of these consultants can be obtained from your HQ AFMPC utilization officer. Another tool to help you in your career moves in the Electronic Bulletin Board (EBB), a system designed to bring the availability of assignments to your fingertips. Your local Military Personnel Flight (MPF) has access to this computer program which each AFMPC

utilization officer uses to input the CONUS and overseas vacancies. You can browse through these assignments and volunteer for those assignments for which you are qualified. More information about this system can be obtained from your local MPF.

6.4.19. Conditional Reserve Status defines the status of an officer who is selected to remain on active duty for a period not to exceed 20 years TAFMS. Physicians may apply if they can complete 20 years of extended active duty by age 60 and have completed 24 months of extended active duty and no later than 6 months before DOS. By Air Force policy the maximum active duty service allowable for a reserve officer is 20 years.

6.4.20. Physicians who have served at least 5 years on active duty and at least 2 years on their current tour may apply for a Regular appointment if they are able to complete 20 years of extended active military service to include 10 years of active commissioned service by age 62. If not selected, the officer may reapply 1 year after being notified of non-selection. Air Force graduates of the Uniform Services University of the Health Sciences (USUHS), are tendered a Regular Appointment, if they meet qualifications as stated above. Reserve Medical Corps officers selected below-the-zone for the grade of lieutenant colonel or colonel are recommended for a regular commission, if eligible. Regular colonels may stay on active duty until age 62 or completion of 30 years of commissioned service whichever occurs first. Regular lieutenant colonels may stay on active duty until completion of 28 years of commissioned service or until age 62. Majors within 6 years of retirement normally will be selected for continuation to 20 years. Majors not within 6 years of retirement will also be considered for continuation.

6.4.21. Assistance with professional planning may also be obtained through your medical facility commander and administrator. While you may contact your utilization officer direct, it is certainly appropriate to discuss your career intentions with your immediate supervisor, your commander, and your professional consultant prior to making career decisions.

**6.5. Nurse Corps Career Path.** This career path is designed to provide you with information on professional development and career progression in the Air Force Nurse Corps. It will help you to establish individualized goals by describing established career tracks and available education, training, and career-broadening opportunities. You may choose to remain in the clinical nurse role throughout your career or select a path leading to nurse executive management.

6.5.1. The Air Force Nurse Corps is composed of nurses in various specialties. While promotion depends on many factors, a key element is how you perform in your specialty and what potential you demonstrate to perform in the higher grade. For specialty descriptions, qualifications and responsibilities of each AFSC you are referred to AFI 36-2105, *Officer Classification*.

6.5.2. As a nurse new to the Air Force and professional nursing your primary focus should be on increasing your depth of experience and honing your clinical expertise. Develop sound clinical skills and nursing judgment.

6.5.3. Avail yourself of the many educational opportunities which enhance expertise within your practice area. Orientation, inservice, competency verification and continuing education programs are available at Air Force medical treatment facilities (MTF) worldwide. You have numerous opportunities to attend conferences, seminars and conventions of national and local professional nursing organizations, colleges or universities and civilian medical facilities. As a Nurse Corps officer you are expected to obtain 60 contact hours of continuing education every 3 years. The nursing staff development officer (SDO) is the point of contact for these programs.

6.5.3.1. After proving yourself as an experienced nurse officer, you may pursue an advanced degree in a variety of specialty areas through sponsorship of the Air Force Institute of Technology (AFIT) or the Uniformed Services University of the Health Sciences (USUHS). Selection boards consider duty performance, adherence to professional and military standards and expectations, conformance with academic and experiential criteria and practice needs of the Air Force to nominate nurses for these advanced degree programs. AFCAT 36-2223, *USAF Formal Schools*, chapters 2 and 3, and HQ AFMPC/DPMUN provide application information.

6.5.3.2. Non-degree specialty education courses offer you the opportunity for specialized training in flight nursing, battlefield nursing, clinical hyperbaric nursing, nursing service management, obstetrical nursing, operating room nursing, OB/GYN nurse practitioner, staff development, infection control and numerous other areas. AFCAT 36-2223, chapters 2 and 3, and HQ AFMPC/DPMUN provide application information.

6.5.3.3. One or 2-year nursing fellowships are also available in a variety of military settings. Previous and current fellowships include the US Congress; medical manpower; nursing services; medical readiness; managed health care; and clinical quality management at HQ USAF. HQ AFMPC/DPMUN implements application and selection procedures. Most often these are targeted at middle and senior nurse managers in the rank of major to colonel.

6.5.4. The objective of the Conditional Reserve Status (CRS) program is to complement the Air Force with highly qualified volunteer Reserve officers. CRS is offered to eligible officers who desire and are qualified to remain on active duty beyond their initial date of separation (DOS). You may apply no earlier than 24 months on active duty but not later than 6 months before your DOS. Those selected for CRS will be given an indefinite DOS. The selection board is composed of the board

president who is a NC colonel and a minimum of two additional field grade NC officers. The board meets during the first week of each month.

6.5.5. Professional Military Education (PME) is a must for all nurses regardless of specialty. As a military officer you are expected to complete SOS, ISS, or SSS appropriate for your grade. AFCAT 36-2223, chapter 4, lists courses and study options available.

6.5.6. Figure 6.5 shows career broadening assignments are available to you after you reach the rank of captain and may be attainable through the rank of colonel. These assignments add breadth to your previous professional experience, expand your understanding of the overall mission of the Air Force, and expose you to other career disciplines. You will find information on special duty assignments in the EBB, the monthly Nurse Utilization and Education Branch Update and by special "call for candidates" letters to your hospital or clinic.

### NURSE CAREER PATH PROGRESSION AFSC: 46XX

Year	Grd	Primary	Alternate	Breadth/Education
20		Senior Clinical Nurse Specialist	Nurse Manager (Charge Nurse)	IG Team, 3790 MSTW
19		Senior Clinical Nurse V Med Ctr	Med Ctr or Rgn Hosp	USAF SAM
18	LTC	Senior Practitioner	Nurse Executive, Hospital	Recruiting Services
17		SDO Med Ctr/Rgn Hosp	Asst Nurse Executive, Hospital	SSS
		Clinical Nurse V Rgn Hosp	Specialty Area Supervisor	
-----				
16		CNS Preceptor	Nurse Manager (Charge Nurse)	Fellowships
15		Practitioner Preceptor	Regional Hospital	Nursing Mngt (05)
14	MAJ	Clinical Nurse Specialist (CNS)	Hospital Supervisor	ISS
13		Staff Development Officer	Nurse Manager (Charge Nurse)	Qual Assurance (04-05)
12		Clinical Nurse IV (Proficient)		Infect Control (03-04)
		Practitioner (Fully Cred.)		
-----				
11			Assistant Nurse Manager	
10		Practitioner		Instructors (03-04)
9	CPT	Nurse Intern Coordinator		Recruiting (03-04)
8		Staff Development Officer		Hyperbaric Nurse (03)
7				Pararescue Nurse (03)
6				White Hse Nurse (03-04)
5				SOS
-----				
4			Clinical Nurse III (Competent/Independent)	
3	LT		Clinical Nurse II (Advanced Beginner)	
2				
1			Clinical Nurse I (Novice)	Flight Nurse (01-05)

**Figure 6.5. Nurse Career Path Progression.**

6.5.7. There are several career track options in the clinical career ladder that you may choose to achieve your personal and professional development goals. If you qualify, you may change pathways or specialties. As long as you maintain required competency verification and/or certification by completing the required training programs, you may hold full qualification in several nurse specialty fields.

6.5.7.1. Clinical career ladders represent opportunities available to you and are contingent upon your individual goals and abilities, and on Air Force requirements.

6.5.8. The entry level for all ladders are:

6.5.8.1. **Novice (Clinical Nurse I).** Nurse in orientation to practice in a specific area.

6.5.8.2. **Advanced Beginner (Clinical Nurse II).** Nurse who is acquiring experiential foundation in specific clinical area.



6.5.8.3. **Competent and Independent (Clinical Nurse III).** Nurse who demonstrates increased level of efficiency and technical expertise. Prioritizes attributes and aspects of current and future clinical situations. Works without direct supervision.

6.5.9. Opportunities for clinical nurses are:

6.5.9.1. **Clinical Nurse IV (Proficient).** Nurse who has an intuitive grasp of clinical situations based upon experience and demonstrates sophisticated technical expertise. Preceptor for level I and clinical nurses, and as a consultant for level III clinical nurses. Practices independently;

6.5.9.2. **Clinical Nurse V (Expert) Regional Hospital.** Nurse with vast background of experience and intuitive grasp of each clinical situation. Holds national certification in specialty. Practice includes planning and providing care for patients with complex disorders. Guides and collaborates

6.5.10. Opportunities in nursing administration are:

6.5.10.1. **Assistant Nurse Manager.** Responsible for assisting the nurse manager in planning, organizing, directing, providing, and evaluating individualized nursing care. Develops and implements unit objectives. Represents the nurse manager during absence;

6.5.10.2. **Nurse Manager (Charge Nurse--Hospital or Clinic).** Fully responsible for planning, providing, organizing, staffing, controlling and budgeting at the unit level on a multi-service, obstetrical, or clinic work center at Air Force medical treatment facilities (MTF). Responsible for long and short-range planning, organizing, implementing, and evaluating ongoing unit activities to ensure quality care is given by competent nursing staff.

6.5.10.3. **Nurse Manager (Charge Nurse) Regional Hospital.** Scope encompasses all functions of nurse manager (charge nurse), entry level, with increased responsibilities related to complexity and acuity of patients, available services, teaching programs and research.

6.5.10.4. **Nurse Manager (Charge Nurse) Medical Center.** Scope encompasses all functions of nurse manager (Charge Nurse) at a regional hospital with increased responsibilities related to complexity and acuity of patients.

6.5.10.5. **Hospital Supervisor.** Serves as nurse executive representative, clinical consultant, and nursing practice resource for nursing staff after normal duty hours. Assists with 24-hour accountability. Supports primary nurses in making decisions about their patients. Assists in solving clinical problems. Maintains well-developed clinical competence. Identifies staffing needs and concerns. Liaison between nursing services and other support activities.

6.5.10.6. **Specialty Area Supervisor.** Responsible for administrative and personnel management and quality of care of a particular department. Uses clinical expertise to coordinate nursing care for specific patient populations. Serves as an interdepartmental consultant.

6.5.10.7. **Nurse Executive (NE) or Assistant NE.** Responsible for overall administration of department of nursing, including delivery of nursing services to patients, staff development, nursing research, and quality assurance activities in Air Force MTFs. Manages and distributes nursing resources. Establishes nursing practice and patient care standards. Ensures competency of nursing staff. Keeps abreast of national, state, and local nursing trends.

6.5.10.8. **Nurse Executive (NE) Regional Hospital.** Scope encompasses all the functions of the NE or assistant NE with increased responsibilities related to complexity and acuity of patients, available services, teaching programs and research. Establishes specific nursing standards. Utilizes innovative marketing strategies to recruit, retain, and develop nursing staff. Possesses financial insight and knowledge of current economic trends in health care policy. Builds and sustains a communications network and established contacts outside vertical chain of command.

6.5.10.9. **Nurse Executive (NE) Medical Center.** Responsible for the overall administration of division or department of nursing including delivery of nursing services to patients, nursing education, nursing research, and quality assurance activities in one of seven Air Force medical centers. Possesses a high degree of administrative sophistication and managerial competence. Initiates visionary methods or programs that propel the division into new creative directions. Eliminates outmoded structures or operations. In collaboration with other division chiefs, influences total institutional programming on health care issues. Builds and sustains a communications network and established contacts outside vertical chain of command. Represents nursing through joint academic appointments with outside educational institutions. Consults with command nurses and other executives as required.

6.5.11. Opportunities for Clinical Nurse Specialist (CNS) are:

6.5.11.1. **Entry level.** A clinical specialty graduate nursing degree is required. Develops role in specific clinical area and develops self in the expanded role. Displays clinical leadership and role modeling. Provides informal and formal teaching to staff. Acts as resource for nursing. Provides expert care in area of specialty. Anticipates and analyzes patient and family response to health, illness and nurse intervention. Conducts research and integrates and validates research findings into clinical practice.

6.5.11.2. **CNS Preceptor.** Orients and mentors CNS within and outside specialty. Translates research findings into clinical practice including dissemination, validation and application of recent studies. Collaborates with others for research within the facility. An active member of the clinical nursing committee. Acts as a resource to nursing and other

disciplines. Formulates and evaluates standards for nursing practice and hospital policies addressing specific clinical problems.

6.5.11.3. **Senior CNS.** Serves as consultant, when appointed, to Surgeon General. Scope extends beyond facility into Air Force and the community. Supports education for peers. Conducts collaborative research in facility, community, and Air Force. May chair Nursing Clinical Research Committee. Acts as member, when appointed, to institutional Research Review Committee.

6.5.12. Practitioners include those in primary care, obstetrics and gynecology, pediatrics, midwifery, and nurse anesthesia (CRNA):

6.5.12.1. **Practitioner. Entry Level.** Completed required educational preparation and is obtaining experience in clinical practice toward application for full credentials.

6.5.12.2. **Practitioner Preceptor.** Fully credentialed provider. Holds national certification in specialty. Serves as resource for less experienced practitioners. May serve as preceptor for undergraduate and graduate nursing students and may hold faculty positions in Air Force or affiliated specialty educational programs. Representative to MTF medical committees when appointed.

6.5.12.3. **Senior Practitioner (Expert).** Consultant to Air Force Surgeon General (AF/SG), command, and MTF, when appointed. A graduate degree is required for the AF/SG consultant appointment. Director, faculty member, or consultant to affiliated specialty educational program, when appointed. Participate in credentialing processes within specialty.

6.5.13. Opportunities for the staff development officer are:

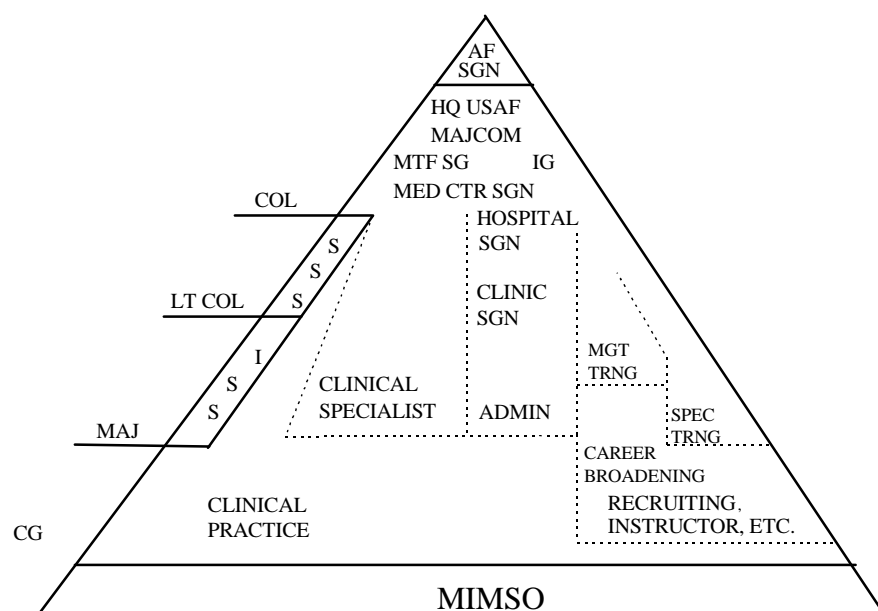
6.5.13.1. **Entry Level.** Assesses nursing staff learning needs. Plans, implements, and evaluates educational offerings. Assists personnel to meet standards for continuing education, orientation, competency verification and in-service. Entry level may be an additional duty if full time position is not authorized.

6.5.13.2. **Nurse Intern Coordinator.** Conducts USAF Nurse Corps Internship Program at selected CONUS hospitals. Scope of practice encompasses that of entry level staff development officer.

6.5.13.3. **Staff Development Officer Regional Hospital.** Expert in applying adult learning principles to meet standards for competency and continuing education of nursing personnel. Provides guidance to and prepares entry level staff development officers to operate independently. Interfaces with various affiliates and performs marketing functions within the scope of nursing. Advises nurse executive on educational issues and policy.

6.5.13.4. **Staff Development Officer Medical Center.** Expert in nursing education. Scope encompasses all functions of staff development officer, regional hospital. Prospectively plans to meet learning needs of large numbers of personnel of varying clinical nurse levels and sub-specialties. Shares expertise through a wide variety of networking and consultant roles. Serves as official consultant to HQ USAF/SGN, when appointed.

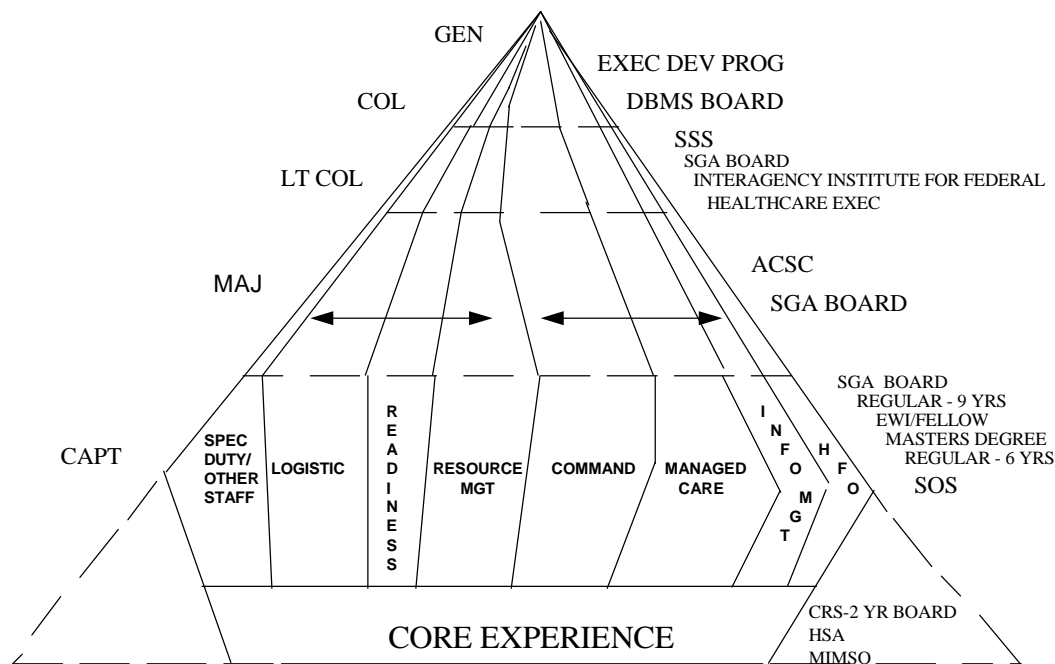
6.5.14. As a Nurse Corps officer you must assume responsibility for your own professional development. Career pathways are straight and narrow for some and more divergent for others. Figure 6.6 summarizes nurse career progression. Nurse Executives, staff development officers, and nurse utilization and education officers at HQ AFMPC/DPMUN are always available to offer counsel. Establish your goals and pursue them through Air Force opportunities for education, experience, specialization or diversification. Develop leadership and communication skills. Prepare yourself for the future by doing your best in your current job.



**Figure 6.6. Nurse Career Path Pyramid.**

**6.6. Medical Service Corps Career Paths.** A successful career as a Medical Service Corps officer is determined by your positive impact on mission accomplishment. There are many paths to success in the corps and the Officer Volunteer Assignment System is designed to allow you an active role in charting the ideal career path. Ultimately, the needs of the Air Force will shape your career path. The seven major career paths are: Command and executive management, medical logistics, health facilities, managed care (patient administration, resource management, medical readiness and information systems). The skills required to perform in each of these paths will require constant updating. The corps' senior leadership encourages every officer to be an active participant in a mentoring relationship and have open dialogues with career path consultants to ensure informed career decisions.

6.6.1. There are three career path concepts that serve as a foundation for career development. The first is that your early years as a health services administrator be devoted to gaining core experience in one or more career path areas. Secondly, that as you gain experience you will move from Medical Treatment Facility (MTF) operational positions to staff or special duty assignments and back to the MTF. Third, that you will pursue the appropriate level of Professional Military Education and career path education and training required. These concepts are included in three interrelated phases of the MSC Professional Development Program: Initial, intermediate, and advanced. Figure 6.7 graphically represents these career path philosophies.



**Figure 6.7. Medical Service Corps Career Path Pyramid.**

6.6.2. During the Initial Development Phase (0 - 4 years) you are expected to manage at least two different medical treatment facility (MTF) functional areas. Your supervisor evaluates your current job performance as an indicator of your long-term potential as a medical service corps officer. As you gain experience, your supervisors strive to give you the opportunity to perform at levels commensurate with your abilities. (Specialized MSCs may be called upon to manage the same function during this phase of their professional development.) Senior administrators will have a unique opportunity to identify and a responsibility to motivate highly qualified officers in this phase. Assignments in this initial phase emphasize the development of technical expertise and stress depth of experience.

6.6.2.1. The Intermediate Development Phase (5 - 15 years) provides you the opportunity to further develop your health services administration skills. Professional development occurs through assignment experience, education, and training. Senior administrators continue to serve as your advisors and mentor in this phase. During your intermediate development years, you begin to transition from assignments which emphasize technical expertise (depth) to positions which call for oversight responsibility (breadth) of experience.

6.6.2.2. During the Advanced Development Phase (16 - 20 years) you should be fully qualified at this point and should perform broad leadership and managerial assignments of all types. Assignments in the advanced phase make use of your full potential as a senior health services administrator.

6.6.3. The objective of the MSC Professional Development Program is twofold. First, it is essential that a sufficient number of highly qualified officers be developed and retained to assume positions of increasing responsibility. Secondly, every effort is made to give you an opportunity to maximize your growth as an Air Force officer and development as a health services professional.

6.6.3.1. Your professional development should be planned with the objective of full qualification as a Health Services Administrator, Staff (AFSC 41A3/4) by the end of the initial development phase. To become fully functional, you should have either broad management experience at several organizational levels of the Air Force Medical Service, or extensive experience in a particular career path.

6.6.4. You, as a professional health services administrator, operate in a highly complex environment and need education and training. You must be an adept leader and possess management skills and be capable of grasping the essential management role of administration in support of health care delivery. To enable you to reach your full potential, many educational and training opportunities are provided.

6.6.4.1. The standard education prerequisite for appointment as an MSC is a master's degree in health services administration, business administration or an equivalent specialty. However, exceptional candidates, including those with degrees in architecture, clinical engineering, computer science or information systems, and health planning may be appointed with a bachelors degree. All MSCs should complete the basic health course in health services administration before reporting to their first duty assignment, though some may attend shortly thereafter. This course, conducted at

Sheppard AFB, provides new MSC officers with the knowledge needed to perform as an entry level department manager in an Air Force facility. MSC officers who are appointed from civilian status, without benefit of previous military training, also attend a basic military medical services officer orientation, conducted at Maxwell AFB.

6.6.4.2. Pursue graduate education in health services administration, business administration or in related disciplines. Apply for Air Force Institute of Technology (AFIT) sponsored graduate training after completion of at least 4 years of commissioned service. Consult your supervisor, the base education officer, and the MSC utilization officer for counseling on the program which best fits your professional development objectives

6.6.4.3. Like other professional disciplines, the field of health services administration requires officers to increase their military expertise on a regular basis by attending Professional Military Education (PME). Stay abreast of the complex Air Force environment by completing PME programs. The Air Force and the MSC strongly recommend you complete PME. Such programs enhance Air Force officership and provide a broad perspective on the Air Force mission and operations, thus enabling you to grow as an Air Force officer. You should complete Squadron Officer School (SOS), Air Command and Staff College (ACSC), and Air War College (AWC) by correspondence, non-resident seminar program or in residence. Because of the limited number of spaces available, only a few MSCs can be selected to attend a professional military school in residence. Officers who are not selected to attend PME in residence should complete courses through seminar or correspondence. You should complete SOS while you are a captain and before you compete in the primary zone for major. Similarly, plan to complete ACSC as a major, and AWC as a lieutenant colonel. There are other PME equivalent courses. Contact your base education office for more information.

6.6.4.4. During all phases of your professional development, you are given an opportunity to foster your professional growth by attending scientific meetings, short courses, symposiums, and other types of continuing education. Sponsored short courses provide you new knowledge and new applications of old knowledge in the fields of hospital and health services administration. The courses, conducted primarily by civilian educational institutions and professional societies, enable health services administrators to keep current in their chosen profession. AFCAT 36-2223, *USAF Formal Schools*, outlines continuing education requirements.

6.6.5. Graduate education opportunities are available to you. If interested, ask AFIT to evaluate your academic record to determine eligibility.

6.6.6. The MSC affords you the opportunity to attend short courses and symposia pertinent to your career path area, provided quotas are available. The MAJCOMs receive quotas which they distribute to the bases.

6.6.7. AFCAT 36-2223, *USAF Formal Schools*, provides information on many formal training courses that are available. Other educational opportunities include Extension Course Institute (ECI) and on-base university courses. You should consider enrolling in courses applicable to your specialty which will improve your duty performance and broaden your background.

6.6.8. If you wish to serve past your initial commitment, as an AFMS officer (unlike your line counterparts) you must apply for Conditional Reserve Status per AFI 36-2610, *Appointing Regular Air Force Officers and Obtaining Conditional Reserve Status*. You must complete 2 years of commissioned service (active duty) by the time your application meets the selection board. When selected, you'll receive an indefinite date of separation (DOS). This new indefinite DOS does not obligate, but rather, allows you to stay on active duty and pursue an Air Force career. The CRS boards meet at AFMPC.

6.6.9. One method of demonstrating professional competence is affiliation with civilian professional organizations. All MSC officers are encouraged to participate in organizations which complement or promote the goals of the Air Force, the MSC, and the individual. There are certain organizations which, based on selected criteria, are identified as being board certification granting bodies. These criteria include the presence of an examination, education and professional development resources, continuing education opportunities, and recertification mechanisms. Affiliation and advancement in these organizations are particularly encouraged. AFI 41-104, *Professional Board and National Certification*, provides for the reimbursement of the costs of examinations.

---

## Chapter 7

### JUDGE ADVOCATE OFFICER

**7.1. Judge Advocate Officer Career Path.** The judge advocate career field encompasses the functions of planning, developing, supervising, coordinating, inspecting and executing the duties prescribed by the Uniform Code of Military Justice according to the Manual for Courts-Martial, United States, 1984, and preparing, rendering and reviewing opinions and decisions relating to civil law matters that affect Air Force personnel. It entails rendering legal advice to commanders in many areas of the law, including military justice, contracts, claims, environmental law, labor law, international law,

military affairs, taxes, legal assistance, patents, and legislation. The administration and management of effective legal assistance and preventive law programs are vital functions of the specialty.

7.1.1. This chapter will help you plan and achieve your Air Force career goals as a judge advocate. There are no definitive, concrete steps that need to be attained to reach any grade or position. However, assignment to certain positions and certain jobs or experiences may assist you in meeting your goals. This career guide discusses topics applicable to all judge advocates.

7.1.2. The first step in any career plan is to define your goals. Many officers have not set concrete goals; however, goals are the key to success. Consider the following questions:

"What are my individual goals?"

"What are my professional goals?"

"What are my personal goals?"

"What are my family goals?"

"Do I want to be a ... litigator? staff judge advocate? acquisition specialist? military judge?"

7.1.3. The key to success as an Air Force judge advocate, no matter what goals you pursue, is solid performance in your current assignment. There may be times when the needs of the Air Force will intervene in what you believe is the "perfect" career path. Remember: No matter where you are or what you're assigned to do, "Bloom where you are planted,"--work your current job--not the next one.

7.1.4. An analysis of the careers of successful senior Air Force officers reveals their success is patterned around a theory of building a broad base of experience. You, too, can use this theory to pattern your career.

7.1.5. The key to a successful Air Force career involves a proper balance of technical knowledge, staff experience, and leadership. A solid foundation in these areas will pay high dividends in the future.

7.1.5.1. Building technical knowledge begins early in your judge advocate career, regardless of your individual goals. Developing technical expertise requires timely changes from one position to another in order to establish a broad base of experiences. Without a solid foundation of technical knowledge, you cannot build the remaining legs of experience.

7.1.5.2. Staff billets provide an opportunity to develop both the "big picture" view of the mission, and a chance to hone your decision-making skills. Each level of staff is important. Numbered Air Force, Major Command, HQ/AF, or joint. Increased job responsibility is key in developing areas of expertise that will enhance your decision-making and leadership skills.

7.1.5.3. Opportunity to lead starts early in your career as the chief of a base-level division or as the area defense counsel and continues with staff judge advocate and division chief opportunities at tall levels. Air Force promotions are based on future potential, and success in a leadership position demonstrates capability for greater responsibility.

7.1.5.4. A career path matrix appears in figure 7.1. This matrix identifies job types and experiences which are essential, desired, or optional. You may choose the level or position you desire. At first glance this matrix appears to promote careerism and "square-filling." On the contrary, it is intended to illustrate the need for a broad foundation of expertise as you increase in rank and responsibility. Being a successful senior officer requires more than being the best litigator or contracts attorney; leadership requires an extensive knowledge of how the Air Force operates internally and with other services and allied nations. The intent of the matrix is to exhibit the foundation of experience typically required for position and grade. Failure to build the foundation at the appropriate time may, in effect, close doors for advancement later in your career.

7.1.5.5. Figure 7.2, the career path pyramid, also shows the types of opportunities available in the JAG career field. Judge advocates need not follow any predetermined path to build a successful career. The Air Force needs both specialists and generalists in its judge advocate force, and a variety of professional development paths can be followed. Air Force requirements and an individual's professional objectives will share a role in determining transition points. Throughout the officer's professional development, job rotation will be needed to enhance competence and expertise. The judge advocate can expect to acquire experience in a variety of mission environments and at various levels of command. Judge advocates are first assigned to base-level positions and then after an initial period, assignments quickly diversify until they are serving at all levels.

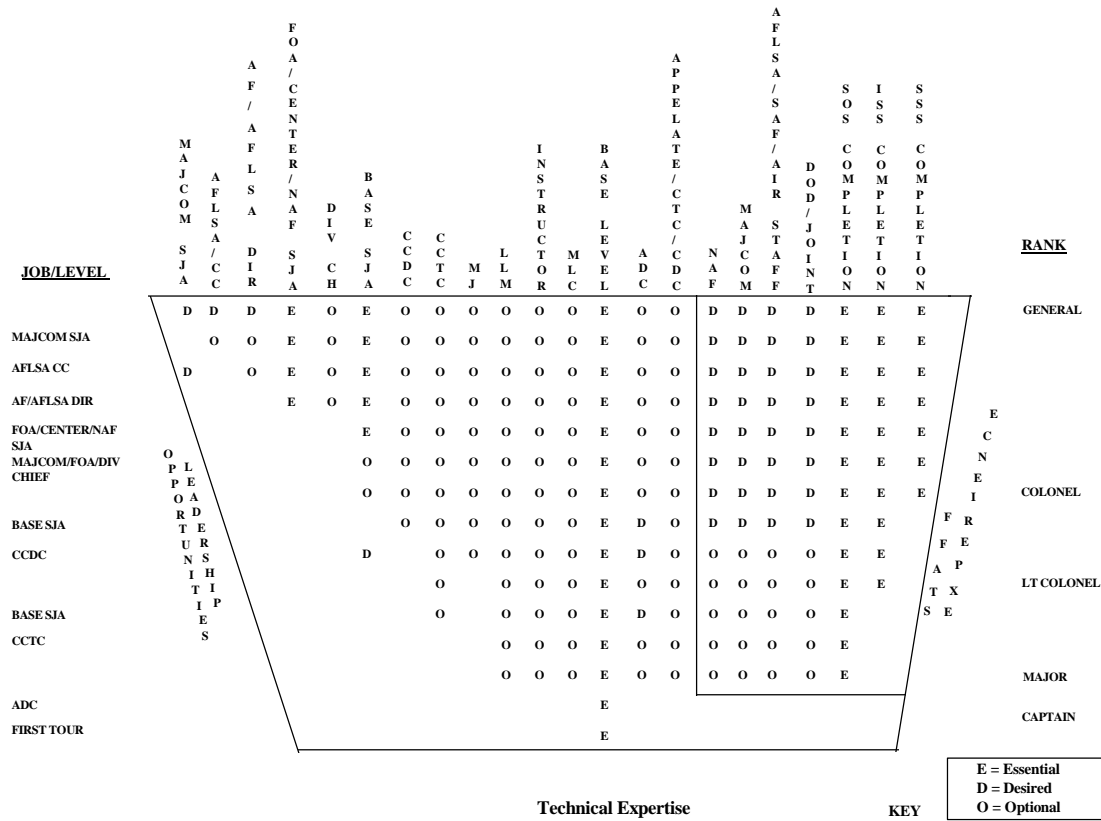


Figure 7.1. Judge Advocate Career Path Experience Matrix.

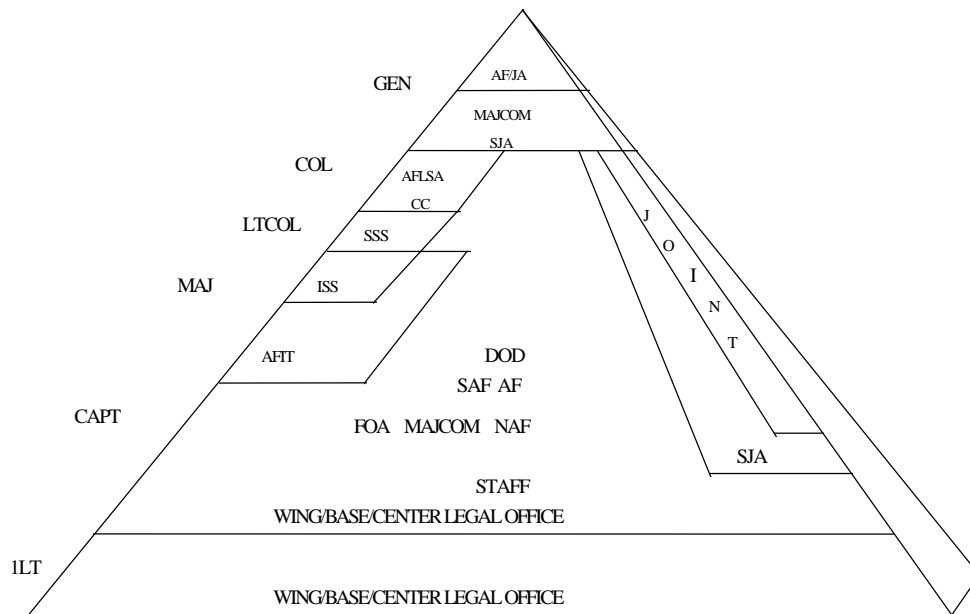


Figure 7.2. Judge Advocate Career Path Pyramid.

7.1.6. There are several areas to consider during the initial development phase (0 - 6 years):

7.1.6.1. The emphasis during this phase is on the development of expertise in the practice of law in the United States Air Force. Judge advocates are initially assigned to the office of the staff judge advocate at a wing or group to gain a depth of experience in the practice of military law. In these assignments, they will acquire expertise in military justice by advising commanders on disciplinary actions and preparing and serving as trial counsel in courts-martial; advising commanders and staff agencies on appropriate adverse administrative actions and serving as recorders or legal advisors in administrative proceedings; investigating and adjudicating claims for and against the United States; providing legal assistance to military personnel and their family members; advising commanders and staff agencies on procurement and environmental concerns and the wide variety of issues that face the Air Force and commanders. During the initial phase, judge advocates must become knowledgeable about Air Force operational and management activities on the base. After acquiring experience at base level, some officers will have the opportunity to be assigned as area defense counsel. Later in this phase, selected judge advocates may also serve in positions at higher headquarters, DoD agencies and joint commands. Some judge advocates will be assigned as deputy staff judge advocates at base offices, as circuit trial and defense counsel, or as medical law consultants.

7.1.6.2. Each judge advocate will complete the Judge Advocate Staff Officer Course (JASOC) in residence during the first year of service. In addition, judge advocates should complete Squadron Officer School (SOS) either in residence or by correspondence. Judge advocates will also have opportunities to attend continuing legal education through courses conducted by military and civilian institutions. Some judge advocates will be selected to attend civilian or military educational institutions to earn a master's degree in law (LL.M.), in procurement, labor, environmental, international, space or other specialized areas of law with follow-on assignments in that field. Judge advocates may also be trained to be medical law consultants.

7.1.7. There are several areas to consider during the Intermediate Development phase (7 - 11 years):

7.1.7.1. During this phase, judge advocates may be assigned to a variety of positions at all levels, including the Air Staff, Air Force Legal Services Agency, DoD agencies and joint commands. The officer could be assigned as the deputy staff judge advocate at larger installations or as a division chief at higher headquarters to broaden the officer's experience. Some judge advocates will be assigned as the staff judge advocate where the knowledge and experience gained earlier may be applied. At this phase, the officer may be selected for duty with the faculty of the Judge Advocate General School or the Army Judge Advocate General School. Certain judge advocates will be assigned as circuit trial counsel, chief circuit trial counsel or circuit defense counsel in the Air Force Judiciary, as medical law consultants or as appellate defense and government counsel. Judge advocates who have developed expertise in certain areas may be assigned to agencies that require more specialized legal expertise.

7.1.7.2. Judge advocates selected for duty as staff judge advocates will attend the Staff Judge Advocate Course. Judge advocates will receive additional training as required for the duties to which they may be assigned. Some judge advocates will be selected to attend civilian or military educational institutions to earn a master's degree in law (LL.M.) in procurement, labor, environmental, international, space or other specialized areas of law with follow-on assignments in that field. Judge advocates may also be trained to be medical law consultants. A limited number of judge advocates are selected to attend ISS in residence. Those who do not attend in residence should take part in ISS seminar or correspondence programs.

7.1.8. There are also factors to consider in the advanced development and staff phase (12 - 18 years):

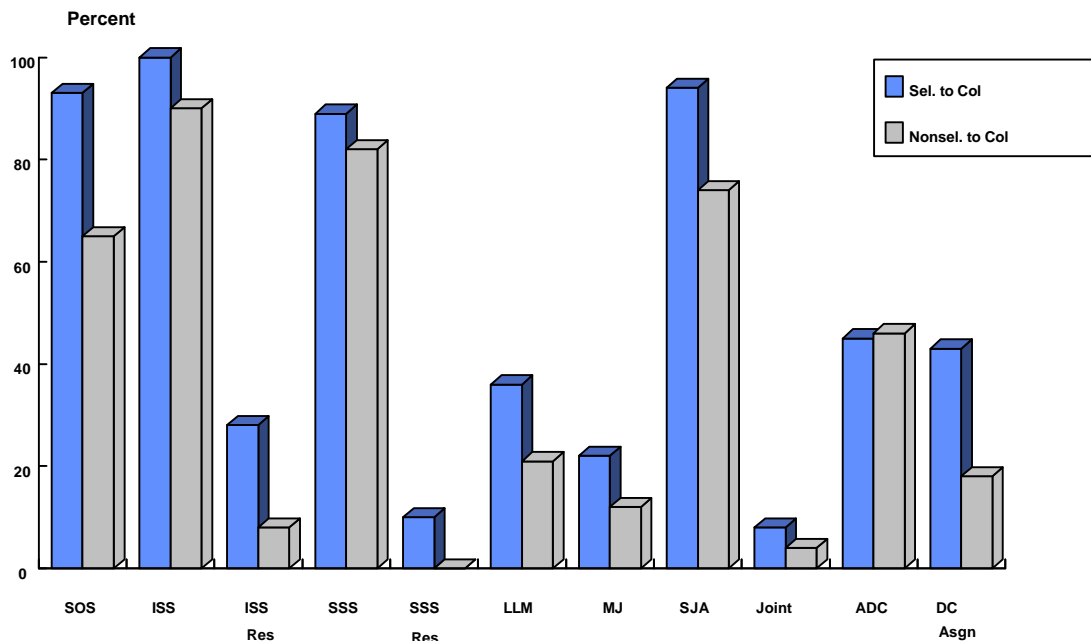
7.1.8.1. During this phase, judge advocates may be assigned as staff judge advocates and deputy staff judge advocates at larger installations, division chiefs at higher headquarters, the Air Staff and Air Force Legal Services Agency, and DoD and other agencies. Certain officers will be assigned as military judges and chief circuit defense counsel. Judge advocates who have developed expertise in certain areas may be assigned to agencies that require more specialized legal expertise.

7.1.8.2. A limited number of judge advocates are selected to attend Senior Service School (SSS) in residence. Those who do not attend in residence should take part in SSS seminar or correspondence programs.

7.1.9. During the executive leadership phase, judge advocates will occupy key leadership positions throughout the Air Force.

7.1.10. Figure 7.3 shows the types of jobs and experiences that current judge advocate colonels have had compared to their peers who were not selected to colonel. This chart represents current data for judge advocates promoted to colonel and judge advocate lieutenant colonels who were not promoted.





**NOTE:** Number represents percentage meeting criteria.

**Figure 7.3. Experiences of Selects and Nonselects to Colonel (JAG).**

7.1.10.1. All officers need to complete the appropriate level of PME. Because the opportunity to attend PME in residence is limited, officers not attending in residence must complete the course in non-resident formats.

7.1.10.2. The graph vividly illustrates that no judge advocate position or experience guarantees promotion. The Air Force promotes people, not jobs, and the record established in your present position far outweighs the mere fact of having served in that position. Solid performance in a position is necessary to demonstrate the potential to perform satisfactorily in more responsible positions. These different positions also demonstrate that there is no magic judge advocate career track. The judge advocate career matrix shown in figure 7.1 vividly demonstrates the wide variety of positions in which judge advocates serve. Timing makes it impossible for judge advocates to serve in each type of optional position. Successful performance of current duties, no matter what the position, remains the key to career success.

## Chapter 8

### AIR FORCE RESERVE OFFICER PROFESSIONAL DEVELOPMENT

**8.1. Introduction to Air Force Reserve Officer Professional Development.** This chapter provides a broad professional development model for all Reserve officers serving on extended active duty (EAD). It defines the level of progression officers should seek in duty preference, PME, and academic education to reach their professional development goals.

8.1.1. As a rule, officers achieve successful professional development in their Air Force specialty during an EAD career. This is not necessarily true for Reserve officers not on EAD. Assignments for non-EAD Reserve officers who desire a career may be affected by unexpected or uncontrollable factors. These factors are geographical moves, positions that are not available, and civilian occupational or personal responsibilities. The full spectrum of Reserve programs for line officers provide flexibility for continued career progression toward completing at least 20 satisfactory years of service and eventual retirement with pay at age 60. The above limiting factors do not always allow officers to stay in their primary utilization field or AFSC. Neither do they always allow officers uninterrupted participation at the highest possible level (unit or MAJCOM mobilization augmentee programs) for accumulating pay and points.

8.1.2. Each officer's individual circumstances must be considered when reviewing records and assisting officers in planning assignments, training, and educational actions to provide logical professional development toward reaching Reserve goals. The differences between the Reserve program and the active duty program affect the general course of progression from

initial entry until professional objectives are fulfilled. Regardless of these differences, much of the philosophy in chapters 1 through 4 applies to the Reserve officer.

8.1.3. Figure 8.1 gives a snapshot of Reserve officer promotion eligibility. Figure 8.2 shows promotion timelines in relation to unit vacancy. Figure 8.3 gives the basic building blocks for officer professional development. Figures 8.4, 8.5, 8.6, and 8.7, give a pattern for professional development in career path families such as operation, logistics, support, and medical, respectively. Figure 8.8 delineates PME requirements, and figure 8.9 is a helpful tool for Reserve officers and their commanders to chart career development.

8.1.4. Reserve officers in individual participation programs may receive assistance in professional development and answers to assignment questions by writing the Officer Management Branch, HQ ARPC/DPR, 6760 E. Irvington Place, Denver CO 80280-5000, or calling toll free 1-800-525-0102, or Defense System Network (DSN) 926-6433.

### OFFICER PROMOTION ELIGIBILITY

#### ELIGIBILITY CRITERIA

For Promotion To	Years of Promotion Service	Total Years Service
0-2	3 Yrs	3 Yrs
0-3	4 Yrs	7 Yrs
0-4	7 Yrs	14 Yrs
0-5	7 Yrs	21 Yrs
0-6	3 Yrs	
Screen for 0-7	1 Yr time in grade, senior PME completed	

**Figure 8.1. AFR Officer Promotion Eligibility.**

#### UNIT VACANCY

For Promotion To	Years of Service Computed from PSD*
0-3	2
0-4	4
0-5	4

\*PSD - Promotion Service Date

**Figure 8.2. AFR Unit Vacancy.**

**OFFICERSHIP**

2LT	<ul style="list-style-type: none"> <li>Basic Career Field Training</li> <li>Adopt a Role Model/Mentor</li> <li>Participate in Unit Activities</li> <li>Learn How Military Works and Unit Operates</li> <li>Cultivate Leadership Skills</li> </ul>
1LT	<ul style="list-style-type: none"> <li>Assume Additional Duties, Responsibilities and Projects--Volunteer</li> <li>Demonstrate and Improve Technical Proficiency</li> <li>Seek Additional Technical Training (Resident or by Correspondence)</li> <li>Plan and Organize Unit Functions</li> <li>Total Quality Management</li> </ul>
CAPT	<ul style="list-style-type: none"> <li>Complete Squadron Officer School</li> <li>Masters Degree</li> <li>Seek Leadership Roles in Professional Military Organizations</li> <li>Career Broadening <i>Within</i> Career Field</li> <li>Community Activities Involvement</li> <li>Seek Higher Levels of Responsibility</li> <li>Perfect Communication Skills</li> <li>Gain Knowledge of Support Agencies</li> <li>Network Beyond Unit</li> </ul>
MAJ	<ul style="list-style-type: none"> <li>Complete Air Command and Staff College</li> <li>Career Broadening <i>Outside</i> Career Field</li> <li>Command Positions</li> <li>Gain Staff Experience--Wing, NAF, HHQ</li> <li>Above Average Participation</li> <li>Lead by Example--Mentor Junior Officers</li> <li>Consider Individual Mobilization Augmentee Program</li> </ul>
LT COL	<ul style="list-style-type: none"> <li>Air War College</li> <li>Commander</li> <li>Advanced Degree</li> <li>Active Participation in Professional Military Organizations</li> <li>Appropriate Advanced Military/Technical Schools/Courses</li> <li>Senior Staff Position</li> <li>Explore IMA Positions</li> <li>AFRES/MAJCOM Special Projects</li> </ul>
COL	<ul style="list-style-type: none"> <li>IMA Program</li> <li>Group Commander or Vice Wing Commander</li> <li>Be Mobile--Go Anywhere, Do Anything</li> </ul>

**Figure 8.3. AFR Officership.**

**OPERATIONS GROUP MODEL****Pilot/Navigator Example**

2LT	Complete Primary Aircraft Upgrade Training Attend Basic Survival School Complete Mission Ready Training Assume Duties as Copilot/Wingman/Navigator
1LT	Accrue Flying Experience Upgrade to First Pilot/Flight Lead Seek Specialized Training in Weapons System/Mission
CAPT	Upgrade to Aircraft Commander/Instructor Continue to Perfect Flying Skills Seek Special Mission Qualifications Seek Diversified Operational Duties--Training, Weapons and Tactics Scheduling, Stan Eval, FCF, Safety, etc.
MAJ	Upgrade to Flight Examiner Seek Mission Commander/Planning Duties Check Out as Asst Chief Pilot/Flight Commander/Asst Flight Commander Seek Command Positions Pursue Operations Officer/ADO Experience Further Mission Expertise by Attending Related Seminars, Conferences, and Formal Schools Seek Operational Career Broadening with Exposure to Plans, Command Post, ALCE, Life Support, Safety, etc.
LT COL	Become Chief of Flight Standards/Chief Pilot Become Involved in HHQ Operations/Deliberations Seek Commander Positions/Squadron Operations Officer Seek Wing/Group Staff Positions Participate in High Visibility Missions/Events
COL	Wing Vice Commander Operations Group Commander IMA Program Screen for 0-7

**Figure 8.4. AFR Operations Group Model (Pilot/Navigator Example).**

**LOGISTICS GROUP MODEL****Maintenance Example**

2LT	Attend Basic Aircraft Maintenance Officer Course Unit Organization Familiarization
1LT	Become Fully Qualified in Initial AFSC Assistant AMU OIC Off-equipment OIC Maintenance OIC Supply/Transportation OIC Munitions OIC Avionics OIC
CAPT	AMU OIC Off-equipment OIC Maintenance OIC Supply/Transportation OIC Munitions OIC Avionics OIC Administrative/Executive Officer Supervisory Experience
MAJ	Squadron Maintenance Officer Quality Assurance OIC
LT COL	Squadron Commander Assistant Logistics Group Commander IMA Assignment, Air Logistics Center
COL	Logistics Group Commander Numbered Air Force Assistant LG IMA Assignment, Air Logistics Center, HQ AFMC, HQ USAF Screen for 0-7

**Figure 8.5. AFR Logistics Group Model (Maintenance Example).**

**SUPPORT GROUP MODEL****(Generic)**

2LT	Basic AFSC Officer School
1LT	Become Fully Qualified in Initial Support AFSC PERSCO Training for Personnel Officers
CAPT	Decision Point for Specialization Administrative Officer, Executive Officer, Flight Commander Team Chief for Deployment--WICP, Patriot Warrior, Silver Flag Civil Engineering Readiness Officer
MAJ	Career Decision Point for Security Police, Social Actions, MWRS, Communications, and Personnel Officer Civil Engineering Operations Officer Wing Executive Officer Functional Area Statutory Tour Officer
LT COL	Support Group Commander/Deputy Commander Civil Engineering Squadron Commander Staff Broadening Assignments On-scene Commander Training IMA Position at Air Logistics Centers and MAJCOMs Mission Support Squadron Commander
COL	Support Group Commander IMA Position at MAJCOMs or HQ USAF Functional Area Director at HQ AFRES, AF Civil Engineering Agency Screen for 0-7

**Figure 8.6. AFR Support Group Model (Generic).**

**AIR FORCE RESERVE MEDICAL SERVICE MODEL****(Generic)**

2LT	Participate in Air Force Stipend Program Attend Military indoctrination for Medical Service Officers (MIMSO) and/or other required military indoctrination programs Attend Basic Survival School, if selected for Flying Duties Award of Basic Medical Specialty Badge Maintain Continuing Education Requirements Attain Medical Readiness Skills
1LT	Gain Experience in Chosen Medical Service Career Field Seek Additional Responsibility at Assistant OIC Level Maintain Continuing Education Requirements Continue to Perfect and Maintain Medical Readiness Skills
CAPT	Provide Specialty Training Programs to Unit Personnel Professional Presentations to Assigned Units and Outside Organizations Continue to Perfect and Maintain Medical Readiness Skills Seek Additional Responsibilities at OIC Level Maintain Continuing Education Requirements Complete Professional Military Education (Squadron Officer School)
MAJOR	Seek Key Medical Service Position or Management Role OIC or Assistant OIC of a Medical Squadron or Become Qualified for Award of the Senior Medical Specialty Badge Attend Air Force In-residence Specialty Courses and Related Conferences and Seminars to Increase Professional Skills and Medical Readiness Expertise Maintain Continuing Education Requirements Complete Professional Military Education (Air Command and Staff College) Continue to Perfect and Maintain Medical Readiness Skills
LT COL/COL	Seek Commander or Medical Operations Officer Positions Complete Health Services Executive Management Course Become Chief of Professional Services/Aeromedical Services Become Chief Nurse Become Hospital Administrator Become Chief of Dental Services Become Qualified for Award of Chief/Master Medical Specialty Badge Complete Senior Professional Military Education (Air War College) Maintain Continuing Education Requirements Continue to Perfect and Maintain Medical Readiness Skills

**Figure 8.7. AFR Medical Service Model (Generic).**

**PROFESSIONAL MILITARY EDUCATION SUMMARY****AFRES BASIC RESIDENT PME ELIGIBILITY**

<b>Level</b>	<b>Grade on Date of Entry</b>	<b>Total Federal Commissioned Service</b>
Sq Officer School	Captain	fewer than 11 yrs
Air Command and Staff College	Major	fewer than 18 yrs
Air War College/ Senior Service School	Lt Col	fewer than 26 yrs

**NOTE:** PME is probably the single most important requirement to enhance your Air Force Career. There are very few resident slots available for USAFR officers. Therefore, most reservists will elect to complete their PME in the seminar or correspondence course. You should give serious consideration to completing your PME as soon as you become eligible. Get it done early. Professional military education prepares you personally and professionally for the next steps of leadership and for ongoing promotion opportunities. The normal sequence is Squadron Officer School (SOS), Air Command and Staff College (ACSC), and Air War College (AWC).

**Figure 8.8. AFR Professional Military Education Summary.**



**OFFICER CHECKLIST**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. PME/Education	Completed	Projected Completion
SOS	_____	_____
ACSC	_____	_____
AWC	_____	_____
Adv Degrees	_____	_____
2. Military Job Training		
QAF	_____	_____
	_____	_____
	_____	_____
3. Additional Duties/Responsibilities		
Current:_____	Goals:_____	
_____	_____	
_____	_____	
4. Unit Activities/Exercises/Deployments		
Completed:_____	Goals:_____	
_____	_____	
_____	_____	
5. Community Activities/Professional Military Organizations		
Completed:_____	Goals:_____	
_____	_____	
6. Technical/Flying Proficiency		
Current Level:_____	Goals:_____	
_____	_____	
7. Supervisory/Staff Experience		
Past/Present:_____	Goals:_____	
_____	_____	
8. Records Review	_____	
9. Participation/Attendance Total Pts	_____	
10. Awards and Decorations Most Recent_____	Date:_____	
11. IMA Program Awareness		

**Figure 8.9. AFR Annual Officer Progress Counseling Checklist.**

BILLY J. BOLES, Lt General, USAF  
DCS/Personnel

## GLOSSARY OF ABBREVIATIONS

*Abbreviations and Acronyms*

<i>Abbreviation or Acronym</i>	<i>Definition</i>
AAS	Assignment Advertising System (medical)
AC	Airlift Commander
ACC	Air Combat Command
ACCS	Airborne Command and Control Squadron
ACFT	Aircraft
ACQ	Acquisition
ACSC	Air Command and Staff College
ADS	Air Demonstration Squadron
ads	Advertisements
ADSC	Active Duty Service Commitment
ADV DEG	Advanced Degree
AETC	Air Education and Training Command
AFB	Air Force Base
AFCAA	Air Force Cost Analysis Agency
AFCAT	Air Force Catalog
AFDW	Air Force District of Washington
AFFTE	Air Force Flight Test Center
AFGWC	Air Force Global Weather Central
AFI	Air Force Instruction
AFIT	Air Force Institute of Technology
AFMC	Air Force Materiel Command
AFMEA	Air Force Management Engineering Agency
AFMPC	Air Force Military Personnel Center
AFMS	USAF Medical Service
AFOAA	Air Force Office of Attaché Affairs
AFOOC	Air Force Officer Orientation Course
AFOSI	Air Force Office of Special Investigations
AFOTEC	Air Force Operational Test and Evaluation Center
AFPAM	Air Force Pamphlet
AFPD	Air Force Policy Directive
AFR	Air Force Regulation
AFRES	Air Force Reserve
AFROTC	Air Force Reserve Officer Training Corps
AFS	Air Force Specialty
AFSC	Air Force Specialty Code
AFSOC	Air Force Special Operations Command
AFSPC	Air Force Space Command
AFTAC	Air Force Technical Applications Center
AFVA	Air Force Visual Aid
AIA	Air Intelligence Agency
AIOC	Advanced Intelligence Officer Course
AIS	Academic Instructor School
AIS	Air Intelligence Squadron
ALC	Air Logistics Center
ALO	Air Liaison Officer
AMC	Air Mobility Command
ANG	Air National Guard
AO	Action Officer
AOC	Air Officer Commanding

APAS	Assistant Professor of Aerospace Studies
APDP	Acquisition Professional Development Program
APF	Appropriated Funds
APO	Air Postal office
APOC	Advanced Personnel Officer Course
APZ	Above-The-Promotion Zone
AQ	Acquisition
ARI	Airpower Research Institute
ARPC	Air Reserve Personnel Center
ASAP	As Soon As Possible
ASD	Assignment Selection Date
ASD	Assistant Secretary of Defense
ASGN	Assignment
AU	Air University
AW	Airlift Wing
AWC	Air War College
AWS	Air Weather Service
BCE	Base Civil Engineer
BDS	Base Dental Surgeon
BEST	Broadening Exchange
BMT	Basic Military Training
BMTS	Basic Military Training School
BPZ	Below-The-Promotion Zone
BS	Base
BSC	Biomedical Science Corps
CAP	Civil Air Patrol
CAPT	Captain
CCT	Combat Control Team
CCTS	Combat Crew Training Squadron
CEP	Career Enhancement Positions
CGO	Company Grade Officer
CH	Chief
CIC	Chaplain Intermediate Course
CIP	Commander Involvement Program
CMD	Command
CMD CTR	Command center
CMD PST	Command post
CMDR	Commander
CNS	Clinical Nurse Specialist
COC	Chaplain Orientation Course
COL	Colonel
CONT	Contingency
CONUS	Continental United States
COT	Consecutive Oversea Tour
CPD	Center for Professional Development
CPE	Clinical Pastoral Education
CRNA	Certified Registered Nurse Anesthetist
CRS	Conditional Reserve Status
CSC	Chaplain Senior Course
C2	Command and Control
C4I	Command, Control, Communications, Computers, and Intelligence
DAFSC	Duty Air Force Specialty Code
DAWIA	Defense Acquisition Workforce Improvement Act
DBMS	Director Of Base Medical Services
DC	Dental Corps
DCS	Deputy Chief of Staff

DDA	Directed Duty Assignment
DEG	Degree (Advanced)
DEOMI	Defense Equal Opportunity Management Institute
DEP	Deputy
DEPT HEAD	Department Head
DEROS	Date Eligible For Return From Overseas
DET/CD	Detachment Commander
DFAS	Defense Finance and Accounting Service
DIA	Defense Intelligence Agency
DISA	Defense Information Systems
DIV	Division
DLA	Defense Logistics Agency
DLI	Defense Language Institute
DNA	Defense Nuclear Agency
DOD	Department of Defense
DOS	Date of Separation
"DP"	"Definitely Promote"
DP	Director of Personnel
DPML	Deputy Program Manager For Logistics
DPRO	Defense Plant Representative Office
DRU	Direct Reporting Unit
DSIATP	Defense Sensor Interpretation and Application Training Program
DSMC	Defense System Management College
DSO	Defensive Systems Officer
EBB	Electronic Bulletin Board
ENVIR	Environmental
EOD	Explosive Ordnance Disposal
EOT	Equal Opportunity and Treatment
ESEP	Engineer and Scientist Exchange Program
EVAL	Evaluation
EWI	Education-with-Industry
EWO	Electronic Warfare Officer
EWT	Electronic Warfare Training
EXEC	Executive Officer
EXP	Experience
FAIP	First Assignment Instructor Pilot
FCF	Functional Check Flight
FLEP	Funded Legal Education Program
FLT	Flight
FMET	Functional Management Engineering Team
FMMS	Field Missile Maintenance Squadron
FOA	Field Operating Agency
FP	Fighter Pilot
FTE	Flight Test Engineer
FTR WPN SCH	Fighter Weapons School
FTU	Follow-On Training Unit
FRG	Federal Republic of Germany
FWIC	Fighter Weapons Instructor Course
FY	Fiscal Year
GMAT	Graduate Management Aptitude Test
GMC	General Military Course
G.O.	General Officer
GP	Group
GPA	Grade Point Average
GP CC	Group Commander
GRAD	Graduate Degree

GRE	Graduate Record Examination
HAF	Headquarters Air Force
HAHO	High Altitude-High Opening
HALO	High Altitude-Low Opening
HFO	Health Facility Officer
HQ	Headquarters
HUMINT	Human Intelligence Resources
ICAF	Industrial College of the Armed Forces
IG	Inspector General
IM	Information Management
IN	Instructor Navigator
INO	Operational Intelligence
INSTR	Instructor
INTEL	Intelligence
IOC	Initial Overview Course
IP	Instructor Pilot
IPCOT	In-Place Consecutive Oversea Tour
IPZ	In-The-Promotion Zone
IRM	Information resources Management
ISS	Intermediate Service School
IST	Initial Skills Training
IWSO	Instructor Weapon System Officer
JA	Judge Advocate
JCS	Joint Chiefs of Staff
JDA	Joint Duty Assignment
JEWEC	Joint Electronic Warfare Center
JIC	Joint Intelligence Center
JPME	Joint Professional Military Education
JSO	Joint Specialty Officer
LCBP	Logistics Career Broadening Program
LG	Large
LOE	Letter Of Evaluation
LOG	Logistics
LOPD	Logistics Officer Professional development
LT COL	Lieutenant Colonel
LVL	Level
MAJ	Major
MAJCOM	Major Command
MAX	Maximum
MC	Medical Corps
MC & G	Mapping, Charting, and Geodesy
MCC	Mission Crew Commander
MGT	Management
MPF	Military Personnel Flight
MS	Master's Degree
MSC	Medical Service Corps
MSMSB	Medical Service Management Selection Board
MSSQ/CC	Mission Support Squadron Commander
MSTRS	Masters
MTF	Medical Treatment Facility
MTF SG	Medical Treatment Facility Commander
MTMC	Military Traffic Management Command
MWS	Major Weapon System
MX	Maintenance
NAF	Nonappropriated Fund
NAF	Numbered Air Force

NAIC	National Air Intelligence Center
NASA	National Aeronautics and Space Administration
NAV	Navigator
NC	Nurse Corps
NCO	noncommissioned Officer
NDF	National Defense Fellows
NE	Nurse Executive
NEGO	Negotiable
NMCC	National Military Command Center
Non-fly	Non-flying
Non-sel	Non-select
NSA	National Security Agency
NWC	National War College
O & M	Operations and Maintenance
ODSD	Oversea Duty Selection Date
OEP	Officer Exchange Program
OER	Officer Effectiveness Report
OES	Officer Evaluation System
OFD	Operational Flying Duty
OFF	Officer
OG	Operations Group
OIC	Officer In Charge
OJT	On-The-Job Training
OMMS	Organizational Missile Maintenance Squadron
OPB	Officer Preselection Brief
OPD	Officer Professional Development
OPDG	Officer Professional Development Guide
OPEX	Operational Experience
OPG	Operations Group
OPR	Officer Performance Report
OSA	Operational Support Aircraft
OPS	Operations
OSB	Officer Selection Brief
OSI	Office of Special Investigation
OSO	Offensive Systems Officer
OSS	Operational Support Squadron
OT&E	Operational Test and Evaluation
OTS	Officer Training School
OVRSEAS	Overseas
PA	Physician Assistant
PACAF	Pacific Air Forces
PAFSC	Primary Air Force Specialty Code
PAO	Public Affairs Officer
PAS	Professor of Aerospace Studies
PCA	Permanent Change of Assignment
PCS	Permanent Change of Station
PDS	Personnel Data System
PED	Pediatrics
PENT	Pentagon
PEO	Program Element Officer
PG DIR	Program Director
PhD	Doctorate
PLT	Pilot
PMC	Professional Military Course
PME	Professional Military Education
PRACT	Practitioner

PRF	Promotion Recommendation Form
PROG	Program
PROJ OFF	Project Officer
PRGRM MGR	Program Manager
PT	Point
QA	Quality Assurance
RAF	Royal Air Force
R&D	Research and Development
RES	Residence
RI	Reporting Identifiers
ROTC	Reserve Officer Training Corps
RPI	Rated Position Identifier
RS	Reconnaissance Squadron
RTD SUPP	Rated Supplement
RTFB	Return to Fly Board
RW	Reconnaissance Wing
SABER	Simplified Acquisition of Base Engineering Requirements
SAF	Secretary of the Air Force
SAL	Strategic Airlift
SAO	security assistance organization
SBI	Special Background Investigation
SCI	Sensitive Compartmented Information
SDI	Special Duty Identifier
SDO	Staff Development Officer
SEC CC	Section Commander
SECDEF	Secretary of Defense
SEI	Special Experience Identifier
SFD	Specialized Field Training Detachment
SGA	Health Services Administration
SGB	Air Force Director of Biomedical Science Corps
SGD	Air Force Director of Dental Services Corps
SGH	Chief of Hospital Services
SGN	Air Force Director of Nursing Services
SGP	Chief of Aeromedical Services
SIGINT	Signal Intelligence
SIO	Senior Intelligence Officer
SMTS	Space/Missile Training Squadron
SOCC	Sector Operations Control Center
SOF	Special Operations Forces
SOFA	Status of Forces Agreement
SOS	Squadron Officer School
SOUTHCOM	Southern Command
SPC/MSL	Space/Missile
SPL OPS	Special Operations
SPO	Systems Program Office
SPT	Support
SPTC	Specified Period of Time Contract
SQ	Squadron
SR & D	Scientific Research and Development
SR MGR LST	Senior Manager List
SSAN	Social Security Number
SSS	Senior Service School
STAN/EVAL	Standardization and Evaluation
STF	Staff
STRD	Short Tour Return Date
SUNT	Specialized Undergraduate Navigator Training

SUP	Supplement
SUPER	Supervisor
SUPT	Specialized Undergraduate Pilot Training
SWS	Strategic Warfare School
SVC	Service
SYS	System
T & E	Test and Evaluation
TAFCS	Total Active Federal Commissioned Service
TAFMS	Total Active Federal Military Service
TLA	Tactical Airlift
TALO	Tactical Air Liaison Officer
TDY	Temporary Duty
TECH	Technical
TIS	Time in Service
TLF	Temporary Lodging Facility
TMO	Traffic Management Office
TOS	Time on Station
TPS	Test Pilot School
TR	Training Report
TRANS	Transportation
TRNG	Training
TS	Top Secret
UFT	Undergraduate Flying Training
UHT	Undergraduate Helicopter Training
UK	United Kingdom
UN	United Nations
UPRG	Unit Personnel Records Group
USMT	Undergraduate Space and Missile Training
UNT	Undergraduate Navigator Training
USACOM	United States Atlantic Command
USAF	United States Air Force
USAFA	United States Air Force Academy
USAFE	United States Air Forces--Europe
USAFSAM	United States Air Force School of Aerospace Medicine
USAFR	United States Air Force Reserve
USCENTCOM	United States Central Command
USD(A)	Under Secretary of Defense--Acquisition
USEUCOM	United States European Command
USMA	United States Military Academy
USNA	United States Naval Academy
USPS	United States Postal Service
USSOCOM	United States Southern Command
USSTRATCOM	United States Strategic Command
UST	Undergraduate Space Training
USTRANSCOM	United States Transportation Command
USUHS	Uniformed Services University of the Health Sciences
VEH OPS	Vehicle Operations
WAO	Weapons Assignments Officer
WG	Wing
WPN	Weapon
WRM	War Materiel Reserve
WSO	Weapon Systems Officer
WX	Weather
X-FLOW	Cross Flow
YR	Year